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THE UNIVERSITY OF ALBERTA

A SURVEY OF CENTRALIZED LIBRARY SERVICES IN ALBERTA SCHOOLS  
AND LIBRARY UTILIZATION IN SENIOR HIGH SCHOOLS

by



GEORGE EDWARD SISKI

A THESIS

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FACULTY OF GRADUATE STUDIES

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled "A Survey of Centralized Library Services in Alberta Schools and Library Utilization in Senior High Schools," submitted by George Edward Sisko in partial fulfilment of the requirements for the degree of Master of Education.





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## CHAPTER I

### INTRODUCTION

In Alberta, policies of the provincial Department of Education have long placed the responsibility for the development of adequate school libraries directly on local school boards. For a number of years Section 178(e) of The School Act has stated, "The board of a non-divisional district or of a division may provide a suitable library and make regulations for its management."<sup>1</sup> Changes which are now taking place in curricula, patterns of pupil organization, teaching methods and materials, and communication media<sup>2</sup> are making new demands on the resources of the school library. More than ever the library is an essential part of the school.

#### I. THE PROBLEM

In view of what has been said above, the question arises as to whether or not the multitude of Alberta school systems are aware of their library needs and are endeavoring to achieve excellence in their library programs. In general, the purpose of this study was to

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<sup>1</sup>Department of Education, Government of the Province of Alberta, The School Act (Edmonton: The Queen's Printer, 1961), p. 59.

<sup>2</sup>Communication media referred to here include various means of acquiring knowledge, not just books and periodicals, which are coming into prominence. Among them are materials such as globes and models; slides; films, filmstrips, and filmloops; disk and tape sound recordings; radio and television, including video tapes and closed circuit viewing screens;; programmed materials; and transparencies for overhead projectors.



determine as accurately as possible the status of school libraries in Alberta in 1964. It was considered useful to survey the actual library situation, to secure some measure of the adequacy of library facilities, resources, and other services, and to examine library utilization by teachers and students. In this way it would be possible to identify whatever strengths and weaknesses there were in Alberta school libraries.

## II. STATEMENT OF SUB-PROBLEMS

Specifically, this study was designed to accomplish the following purposes:

1. To ascertain, through school system and school questionnaires, practices and policies respecting the following aspects of Alberta school libraries: (a) facilities, (b) resources, (c) expenditures, (d) personnel, (e) supervision, and (f) accessibility.<sup>3</sup>
2. To discover, through a teacher questionnaire, some of the attitudes held by senior high school teachers toward the role of the school library and to determine the actual use which teachers and students in senior high school were making of the library.
3. To identify the strengths and weaknesses of school libraries

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<sup>3</sup>The survey of school systems was intended to reveal school board practices and policies affecting libraries in all schools whereas the survey of schools, limited to elementary-secondary and secondary schools, was intended to reveal the library situation in those schools which the writer assumed would have the most advanced library services.



as viewed by librarians and senior high school teachers in elementary-secondary and secondary schools.

4. To compare, as far as possible, the findings of (1) with those of the 1957 survey by the Library Subcommittee of the Elementary School Curriculum Committee of the Alberta Department of Education.<sup>4</sup>
5. To determine the adequacy of school library facilities, resources, expenditures, and personnel by comparing these aspects of library operation with the quantitative standards established by the American Association of School Librarians.<sup>5</sup>

### III. NEED FOR THE STUDY

#### Changing Role of the School Library

A number of eminent American scholars and educators have recently made pronouncements on how to make learning and instruction more effective. If their suggestions are implemented, many new demands will be made on school libraries.

James B. Conant's report of secondary education in the United States, endorsing the "comprehensive" high school but advocating more individualized programs, and more challenging content for the academically talented student, implies the provision of more extensive learning

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<sup>4</sup> Library Subcommittee, Elementary School Curriculum Committee, "Report of the Library Subcommittee" (Edmonton: Department of Education, 1959, mimeographed).

<sup>5</sup> American Association of School Librarians, Standards for School Library Programs (Chicago: American Library Association, 1960).







materials.<sup>6</sup>

J. L. Trump, envisioning a new team teaching approach to instruction, sees in the secondary school of the future the student devoting approximately 40 percent of his time to individualized study.<sup>7</sup> He describes how various new media will provide new avenues to learning for students organized both for large group instruction and individual study in libraries, workshops, and laboratories. According to Trump, schools of the future will have books for students in three locations--the general reading area, separate subject laboratories, and individual study cubicles.<sup>8</sup> In the latter location the student will do most of his writing and some reading.

Writing in the American Library Association Bulletin, Trump reports the role of the library to be quite dominant in his new concept of instruction:

School libraries inevitably will become involved in many changes now being urged on American schools. . . .The library staff will be directly involved in servicing the independent study of students. . . .Librarians will play key roles in helping teachers to decide how and when to use books along with a variety of electronic devices. . . .Librarians will be part-time members of teaching teams so their services can be closely interrelated with the teaching-learning process.<sup>9</sup>

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<sup>6</sup> James B. Conant, The American High School Today (New York: McGraw Hill Book Company, 1959), pp. 40,46.

<sup>7</sup> J. L. Trump, Images of the Future (Washington: National Association of Secondary School Principals, 1959), p. 10.

<sup>8</sup> J. L. Trump, "Images of the Future for School Libraries," ALA Bulletin, LV (February, 1961), p. 129.

<sup>9</sup> Ibid., pp. 129-31.



Thus Trump believes that the school librarian of the future will need to know other avenues to knowledge besides books and will be both a professional and technical expert. In essence, this means that the librarian will not only be qualified to select materials and will know when and how to use them but will also be skilled in the actual operation of specialized equipment.

Similarly, Paul Woodring supports the teaching team concept and concludes, "The high school librarian will also become a part of the teaching team and will take an active part in instruction."<sup>10</sup>

Robert N. Bush, considering the changes ahead in pursuit of quality, writes:

The library will be at least as big and as well equipped as the cafeteria and the gymnasium. Individual places for pupils and teachers will be provided as will spaces of variable size for different sized groups of pupils. . . .By the conclusion of secondary education, pupils might well be spending one-half to two-thirds of their time in independent work in libraries and laboratories.<sup>11</sup>

A school superintendent has this to say about one current trend:

It is clear that the time is at hand when the American way of life must move from its pre-occupation with quantity to a pre-occupation with quality. . . .Our librarians can become our most effective allies in the evolving design for secondary education.<sup>12</sup>

Expressions of opinion such as these reflect several recent

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<sup>10</sup>Paul Woodring, New Directions in Teacher Education (New York: Fund for the Advancement of Education, 1957), p. 75 as cited by Mary V. Gaver, "Personnel for Secondary School Libraries," Bulletin of the N.A.S.S.P., XLII (November, 1959), p. 82.

<sup>11</sup>Robert N. Bush, "The High School of the Future," The A.T.A. Magazine, XLI:6 (February, 1961), pp. 12,44.

<sup>12</sup>Sidney P. Marland, Jr., "The School Librarian as a Resource for the Gifted Student," Bulletin of the N.A.S.S.P., XLIII (November, 1959), p. 163.





emphases in education:

1. Intensification of subject content, that is, teaching considerably more to students at an earlier age.
2. Implementation of the principles of ability grouping, acceleration, and enrichment.
3. Recognition that certain "strategies of inquiry"<sup>13</sup> need to be fostered among students so that they will be prepared to think critically and to assimilate information for themselves.
4. Verification that different learners acquire knowledge best through different learning materials.

Application of these newer trends and pressures in the educational process will ultimately make new demands on the resources of the school library. Accordingly, changes which are advocated and which are taking place in curricula, teaching methods and materials, patterns of pupil organization, and communication media require corresponding changes in school library collections and services. This need is amplified further by the Standards for School Library Programs which states that unless school library resources are adequate, full benefit will not be achieved from whatever recommendations may be made for the improvement of schools:

This fact holds true for the multitrack curriculum, ability grouping in subject areas, the extended and intensified science program, the toughening of the intellectual content in all courses, advanced placement and acceleration programs, the development of

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<sup>13</sup>L. W. Downey, The Secondary Phase of Education (New York: Blaisdell Publishing Company, 1965).



the disciplines of critical thinking, the teaching of reading, the provision of a challenging education for superior students, the meeting of needs of all students no matter what their abilities may be, ungraded elementary school classes, and similar practices and proposals.<sup>14</sup>

Thus, according to American authorities, the library more than ever is an essential part of the school.

In summary, the growing concept of the school library is that it should be a "one-stop center" for all learning materials--a center which integrates the traditional library functions (books and periodicals) with the audio-visual services. This being so, the resources of the library must include the following media: (1) pictures, (2) slides, (3) maps, (4) three dimensional materials such as globes and models, (5) films, (6) filmstrips and filmloops, (7) disk and tape sound recordings, (8) video tapes for closed circuit television viewing, (9) programmed materials, and (10) transparencies for overhead projectors.

Acceptance of the school library as an instructional materials center which houses reading rooms, conference rooms, listening and viewing areas, study cubicles, and subject laboratories makes the school library almost the equivalent of the classroom in importance as a learning center. Those educators who see the role of the school library in this new light regard the school library as the "heart" or "nerve center" of the school, not as something auxiliary to the classroom.

Even the present kind of school library which is primarily book-oriented has a vital role to fill in the instructional program:

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<sup>14</sup>American Association of School Librarians, op. cit., p. 3.





Modern educational methods call for the use of many books, still the most inexpensive and adaptable tools of learning. If the current challenge of accelerated education is to be met, schools must provide through libraries the variety of titles needed to encourage wide reading and research, to develop reflective thinking and independent judgment, and to deepen understandings. No longer can the school library be considered a luxury, for it has become an integral part of the educational program in the school.<sup>15</sup>

Certainly, according to American authorities, there is little doubt that every teacher today must have available and be able to use a variety of materials, printed and audio-visual, beyond the textbook if a maximum contribution to learning is to take place.

#### Indications of Dissatisfaction with Alberta School Libraries

Many pronouncements by different groups and individuals in recent years indicate dissatisfaction with the libraries and library services found in Alberta schools. Some of the comments of various critics are outlined below:

1. The Cameron Royal Commission, reporting in 1959:

. . .The typical school library in Alberta leaves much to be desired, although school boards and teachers have become increasingly active in raising its status. In too many schools the library approaches a motley collection of uncared for and little used books placed in the most convenient and otherwise unused place available.<sup>16</sup>

2. Marion Jenkinson, while a staff member at the Faculty of Education, University of Alberta, summarizing and commenting on proceedings of a workshop on library service in the schools, 1959:

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<sup>15</sup>Elizabeth O. Williams, "School Libraries in City School Systems," Library Trends, X:2 (October, 1961), pp. 160-61.

<sup>16</sup>Government of the Province of Alberta, Report of the Royal Commission on Education in Alberta (Edmonton: The Queen's Printer, 1959), p. 239.



There is a basic assumption that more and better school library services are both desirable and needed. The need presents two problems.

First it is urgent to arouse interest and desire on the part of many sections of the population--school authorities, general public and parents--and to convince them that we need school libraries.

.....

Second, what do we want? We want an efficient effective library service, Grade 1-12. The recognition of the need at high school level to have a good library is perhaps more obvious. But it appals me that elementary schools should have to plead their cause so vigorously.<sup>17</sup>

3. Margaret Greenhill, President, University Women's Club of Edmonton, writing in the Alberta Library Association Bulletin in 1963:

What of school libraries in Alberta? A very sad fact is, first, that many of our schools do not have libraries. There are more without than there are with centrally organized libraries. For that minority who do have libraries there is not one that meets the standards of area, staff, book collection, budget as outlined by the American Library Association in its Standards for School Libraries.<sup>18</sup>

4. Mrs. D. L. Sinclair, Edmonton School Trustee, addressing a luncheon meeting of the Edmonton South Side Kiwanis Club, April 14, 1964:

...Why have steps not been taken to insure that there is an adequate supply of the best books accessible to all children in every school in Alberta? I know of only one answer to these questions: not having had good school libraries, educators and the public have failed to realize the educational benefits which would accrue from them.<sup>19</sup>

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<sup>17</sup> Library Service in the Schools Workshop (held at the University of Alberta, Edmonton, June 26-27, 1959. Ottawa: Canadian Library Association, 1959), p. 47.

<sup>18</sup> Margaret Greenhill, "Library Service in Alberta," Alberta Library Association Bulletin, XI:1 (November, 1963), p. 11.

<sup>19</sup> Mrs. D. L. Sinclair, "School Libraries--The Heart of the Educational Program," The Alberta School Trustee, XXXIV:2 (May, 1964), p. 11.





5. The Alberta Education Council, reporting in 1964 on activities of the Alberta Federation of Home and School:

Promoting action regarding school libraries in Alberta has been one of the major undertakings of the Alberta Federation of Home & School during this year. They have contacted all their associations, all groups interested in education in the province. . . . They ask support for:

1. Appointment of a Director of School Library Service in the Department of Education.
2. Establishment of a provincial Library Service Center with trained staff.
3. Library courses at the Faculties of Education in Calgary and Edmonton.
4. Appointment of Regional Consultants in Library Service through the co-operation of four or five School Divisions, Counties or School Boards.
5. Centralization of buying and processing in offices of Regional Consultants.
6. Co-operation between school and public libraries where possible.

Through this plan it is hoped that "an orderly, comprehensive and coordinated upgrading of school libraries in Alberta would develop."<sup>20</sup>

6. Speakers participating in the Alberta Education Council's Annual Meeting, May 19, 1964, as reported by The Calgary Herald:

(a) Mrs. R. V. McCullough, former President, Alberta Federation of Home and School Associations:

. . . Said the reason for the lack of proper library facilities in Alberta classrooms was poor leadership. "Home and School has been agitating for a director of library services for seven years."<sup>21</sup>

(b) A. Kratzmann, Executive Director, Alberta School Trustees Association:

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<sup>20</sup> Alberta Education Council Newsletter (Mrs. Wilma Hansen, ed.), No. 12 (April, 1964), p. 1.

<sup>21</sup> "Library Personnel Required," The Calgary Herald, May 21, 1964.





. . . Felt school administrators should take some of the responsibility for lack of library services. "Many of them have never had a real brush with libraries before they went teaching and as a result they don't know the library potential."<sup>22</sup>

(c) E. Ahlers, Supervisor of Library Services State of Washington:

Major problems in Alberta's school library field were outlined. . . . (1) Lack of professionally trained librarians. . . . (2) Inadequate financial support. . . . (3) Lack of school library services in the school building.

Miss Ahlers felt in many cases, school boards have failed to properly assess the role of school libraries and the help of teaching aids like television, tapes, films, slides and globes.

Miss Ahlers suggested a survey be made of school library facilities in Alberta.<sup>23</sup>

7. Department of Education school superintendents, speaking of library services in the province:

Library services showed continued improvement during 1963-64, but the extent of such services varied greatly from system to system.

Central school libraries were common in junior and senior high schools, but limited space and a shortage of trained personnel restricted their usefulness.

Depending upon available space, libraries ranged from mere stockrooms to instructional materials centers.<sup>24</sup>

8. Mrs. Kay Snow, Assistant Professor, University of Alberta, Calgary (now University of Calgary), addressing the School Library Council, November 14, 1964, as reported in the press:

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<sup>22</sup>Ibid.

<sup>23</sup>Ibid.

<sup>24</sup>Department of Education, Government of the Province of Alberta, Fifty-Ninth Annual Report, 1964 (Edmonton: Queen's Printer, 1965), p. 36.



Mrs. Kay Snow told a library workshop that provincial school libraries are understaffed and illequipped and additional facilities are only given grudgingly in spite of the increased use.<sup>25</sup>

9. T. C. Byrne, Chief Superintendent of Schools, commenting on statements made by Mrs. Kay Snow, as reported in the press:

The amount of money spent on libraries is up to individual school boards, said Dr. Byrne. The department of education gives general grants to school boards under the foundation program and it's up to the boards how much is spent on different facilities--including libraries.

. . . . .

"We feel the boards should be enlightened enough to realize the importance of libraries and provide accordingly. And many of them do."

The quality of libraries varies from district to school district and many of them aren't what they should be, he said.<sup>26</sup>

This section has reviewed statements emphasizing two points of view. Firstly, many American educators have claimed or implied that the library must play a more dominant role in the instructional program of the school. Secondly, a number of groups and individuals concerned with education in Alberta have been highly critical of various aspects of libraries in Alberta schools. Collectively, the preceding views indicate it would be useful to make a survey of Alberta school libraries and particularly secondary school libraries to determine accurately the true conditions of school libraries throughout the province. Furthermore, such a study would provide school administrators with information which might serve as the basis for future planning of school library services in

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<sup>25</sup>"School Libraries Improving," The Edmonton Journal, November 17, 1964.

<sup>26</sup>Ibid.





Alberta.

#### IV. DELIMITATIONS

The writer is primarily interested in library services and their utilization in secondary schools, especially at the senior level. Accordingly, each of three survey questionnaires employed in gathering data for this study, ranging from "system" to "school" to "teacher," focuses, in turn, more directly than the preceding questionnaire upon library services and their utilization in the senior high school.<sup>27</sup> The unit school system questionnaire, covering practically all Alberta school systems,<sup>28</sup> provides general library data for all schools; the school questionnaire concentrates on centralized libraries in elementary-secondary and secondary schools with senior high school grades; the teacher survey examines library practices and attitudes of only senior high school teachers.

The school library study includes selected Alberta school divisions, counties, public school districts, Catholic separate school districts, and Protestant separate school districts, but not private schools.<sup>29</sup>

#### V. DEFINITION OF TERMS

Centralized School Library. A centralized school library is a

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<sup>27</sup>The three survey questionnaires are discussed in detail on page 15-16.

<sup>28</sup>The selection of school systems is outlined on page 17.

<sup>29</sup>Ibid.





school library which is administered as one unit, which is located in a place usually at least as large as a classroom, and which makes books and other library materials available to all pupils and teachers of the school.

Centralized Divisional, County, or District Library. A centralized divisional, county, or district library is a library which serves two or more individual schools in the school system and is usually located in conjunction with the unit school system office.

Professional School Librarian. A professional school librarian is one who has (a) a teaching certificate, license, or permit, and (b) a university degree in library science.

Elementary School. An elementary school is one which includes any span of grades not above grade six.

Secondary School. A secondary school comprises any span of grades beginning with grade seven or higher and ending with or below grade twelve.

Elementary-secondary School. An elementary-secondary school is a school building which houses both an elementary and a secondary school.

Senior High School Teacher. A senior high school teacher is a teacher who instructs one or more of grades ten, eleven, and twelve at least fifty per cent of his teaching time.

Large School District. A large school district is one with total pupil enrolment of 2,000 or higher.<sup>30</sup>

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<sup>30</sup> This classification included (1) public districts in the six largest cities and two suburban towns which have now been annexed by the two largest cities, and (2) Catholic separate districts in one large city and one suburban town which has not been annexed by one of the largest cities. For each of public districts and Catholic separate districts the



Small School District. A small school district is one with total pupil enrolment of less than 2,000.

## VI. PROCEDURE

In order to determine the status of school libraries in Alberta in 1964, the writer employed two techniques:

1. Three survey questionnaires--applicable to unit school systems, schools, and teachers respectively--were distributed throughout the province to seek data pertaining to problems (1), (2), and (3) listed under "Statement of Sub-Problems," page 2.

2. Concepts of adequate school libraries and information about Alberta school libraries in 1957, both derived from a review of the literature, served as criteria to evaluate data from the questionnaires. Thus, it was possible to obtain a measure of the adequacy of school libraries in Alberta in 1964 and to identify certain trends in school libraries in Alberta in the period 1957-64.

### Instrumentation

The three survey questionnaires which were used to collect data about the Alberta school library situation appear in Appendix C. They are designated "Library Survey of Unit School Systems," "Library Survey of Schools," and "Library Survey of Teachers."

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"large school district" category equated closely with the respective public districts and Catholic separate districts surveyed in the 1957 Alberta library study and readily permitted comparisons in library service for each type of district in 1957 and 1964.





The unit school system questionnaire attempted to find out (1) the number and enrolment of schools with and without central libraries for each of three school levels--elementary, elementary-secondary, and secondary; (2) the budgeting for library items, establishment grants, and general policy determining the annual library allotment(s) for each school; (3) the resources and personnel of any divisional, county, or district library serving two or more schools in the system; (4) the practices and policies respecting school librarians and other library personnel; (5) the practices and policies for providing school library facilities; and (6) the regulatory or supervisory practices and policies for school libraries.

The school questionnaire requested general school data, for example, enrolment, and dealt with the following aspects of libraries in elementary-secondary and secondary schools: (1) facilities, (2) resources, (3) purchases, (4) personnel, (5) accessibility and use, and (6) areas of strength and weakness.

The teacher questionnaire attempted to determine: (1) attitudes of senior high school teachers toward the role of the library, (2) the actual use made of the library for instructional purposes in senior high schools, and (3) opinions of senior high school teachers about areas of strength and weakness of school libraries.

#### Collection of Data

The "List of Operating Schools in Alberta 1963-64," supplied by the Chief Superintendent of Schools, was used to determine which school systems, schools, and teachers qualified for each of the three





surveys.<sup>31</sup> The list arranges all Alberta schools into administrative units--divisions, counties, and districts--and indicates the total number of teachers on each school staff and the grades taught in each school.

Library Survey of Unit School Systems. The "Library Survey of Unit School Systems" questionnaire was sent to the superintendent of divisions, counties, and school districts with superintendents and to the secretary-treasurers of districts not having locally appointed superintendents.

No division, county or school district was included in the survey unless at least one school in the system enrolled senior high school students in one or more of grades ten, eleven, and twelve and unless the number of teachers in the largest school in the school system equalled or exceeded the number of grades taught in the school. These restrictions eliminated four school divisions, twenty-three non-city public school districts, thirty-three non-city Catholic separate districts, and one Protestant separate district. It was established that the sixty-one school systems eliminated from the survey employed fifty teachers in high school grades. In all, a total of 106 school systems were asked to participate in the survey; of this number, eighty responded with completed questionnaires, representing a return of 75.5 percent. A tabulation of the number and percent of systems participating in the survey, by type of school system is found in Table I. A further compilation of the eighty responding school systems by range of enrolment as well as by

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<sup>31</sup> "List of Operating Schools in Alberta 1963-64" (Edmonton: Department of Education, December 2, 1963, mimeographed).



TABLE I

NUMBER OF SCHOOL SYSTEMS IN ALBERTA, NUMBER OF SCHOOL SYSTEMS SELECTED FOR THE SURVEY, AND NUMBER AND PERCENT OF SCHOOL SYSTEMS PARTICIPATING IN THE LIBRARY SURVEY, BY TYPE OF SCHOOL SYSTEM

| Type of School System         | School Systems                                 |                             |  |
|-------------------------------|--|-----------------------------|--|
|                               | Operating Schools in Province at Dec. 31, 1963 | Selected for Library Survey | Participating in Survey<br>No.      % of those<br>selec. |
| Divisions                     | 36   | 32                          | 26 81.3%   |
| Counties                      | 23   | 23                          | 22 95.7  |
| City Districts:               |  |                             |  |
| Public Districts              | 9  | 9                           | 9 100.0  |
| Catholic Sep. Dist.           | 8  | 8                           | 5 62.5   |
| Prot. Sep. Dist.              | -  | -                           | - --   |
| Non-City Districts            |  |                             |  |
| Public Districts <sup>a</sup> | 44   | 21                          | 14 66.7  |
| Catholic Sep. Dist.           | 44   | 11                          | 3 27.3   |
| Prot. Sep. Dist.              | 3  | 2                           | 1 50.0   |
| All school systems            | 167  | 106                         | 80 75.5  |

<sup>a</sup> Includes schools operated by the Department of National Defense but not Hutterite schools.



type of school system may be examined in Appendix Table A-I.

Library Survey of Schools. The "Library Survey of Schools" questionnaire was distributed within the 106 school systems (referred to above) to all elementary-secondary and secondary schools which had six or more teachers in the school and which offered instruction in one or more senior high school grades. The school questionnaire was sent to the principals of the selected schools for completion by the principals, librarians, or teacher-librarians.

Of the 314 schools asked to participate in the school survey, 240 returned completed questionnaires and five others replied by letter that, not having a centralized library, they could not complete the questionnaire. The 245 responding schools represented 78.0 percent of all elementary-secondary and secondary schools selected for the survey as schools likely to have centralized libraries. The number and percent of responding schools, by level of school were as follows:

|  | <u>Elementary-secondary</u> | <u>Secondary</u> | <u>Both Levels</u> |
|--|-----------------------------|------------------|--------------------|
| Number of schools selected for survey: | 210                         | 104              | 314                |
| Number of schools rep.:                | 156                         | 89               | 245                |
| Percent of schools rep.:               | 74.3                        | 85.6             | 78.0               |

Eighteen questionnaires were deleted from the study because they were submitted by schools which did not have centralized libraries. Thus data from 222 questionnaires from schools with centralized libraries, representing 90.6 percent of the 245 schools responding and 70.7 percent of all schools selected for the survey, were compiled in the "school" study. The





nature of the responses from the reporting schools and the number of questionnaires tabulated, by level of school, are summarized below:

|  | <u>Elementary-<br/>secondary</u> | <u>Secondary</u> | <u>Both<br/>Levels</u> |
|--|----------------------------------|------------------|------------------------|
| Schools reporting:   | 156                              | 89               | 245                    |
| Less: Schools not completing<br>questionnaire because they<br>lacked a central library:  | <u>4</u><br>152                  | <u>1</u><br>88   | <u>5</u><br>240        |
| Less: Schools submitting question-<br>naires even though they had<br>no central library: | <u>18</u>                        | <u>--</u>        | <u>18</u>              |
| Schools with central library<br>whose questionnaires were tabulated:                     | 134                              | 88               | 222                    |

A tabulation by type of school system of schools selected for the survey and responding schools with and without central libraries may be examined in Table II. A further classification of responding schools with and without central libraries is reported by level of school and type of school system in Appendix Table A-II.

Library Survey of Teachers. The "Library Survey of Teachers" questionnaire was intended to be distributed to all senior high school teachers in the largest school, according to the number of high school teachers, in each of the 106 school systems. However, as ten of these school systems did not operate any school which contained a central library, the teacher survey was limited to ninety-six school systems, estimated to have 1,314 senior high school teachers in all of the largest schools.

Upon receipt of the "school" questionnaire from the largest school



TABLE II

NUMBER OF SCHOOLS SURVEYED, NUMBER OF RESPONDING SCHOOLS, AND NUMBER  
AND PERCENT OF RESPONDING SCHOOLS WITH CENTRALIZED LIBRARIES,  
BY SCHOOL SYSTEM

| Type of School System | No. of Elem.-<br>sec. and Sec.<br>Schools<br>Selected | No. of<br>Responding<br>Schools | No. of<br>Responding<br>Schools w/<br>Cent. Lib. | % of<br>Responding<br>Schools w/<br>Cent.Lib. |
|-----------------------|---|---------------------------------|--|---|
| Divisions             | 125   | 91                              | 86   | 94.5  |
| Counties              | 112   | 89                              | 79   | 88.8  |
| City Districts:       |   |                                 |  |   |
| Public                | 28 <sup>a</sup>                                       | 24                              | 24   | 100.0   |
| Catholic Separate     | 15  | 14                              | 13   | 92.9  |
| Non-city Districts:   |   |                                 |  |   |
| Public                | 20 <sup>b</sup>                                       | 15                              | 14   | 93.3  |
| Catholic Separate     | 12 <sup>c</sup>                                       | 10                              | 4  | 40.0  |
| Protestant Separate   | 2   | 2                               | 2  | 100.0   |
| All school systems    | 314   | 245                             | 222  | 90.6  |

<sup>a</sup>Excludes Alberta Children's Hospital School.

<sup>b</sup>Excludes one Catholic public district.

<sup>c</sup>Includes one Catholic public district.



in each system, the principal of this school was sent a package of the required number of teacher questionnaires for distribution to all high school teachers in the school. If the co-operation of a principal could not be secured, the next largest school (providing there was a second school with six or more teachers and with one or more senior high school grades) in the system was selected for the teacher survey. Although a return envelope for collective mailing of the teacher questionnaires from each school was supplied, teachers were free to return their questionnaires directly by individual mailing.

No teacher questionnaires were sent to eighteen largest schools in eighteen systems for distribution to 218 teachers because seventeen schools did not respond to the school questionnaire and one responded too late to permit the forwarding of teacher questionnaires. Only four alternate schools, having seventeen senior high school teachers, were selected for the teacher survey in place of the seventeen largest schools which did not respond.<sup>32</sup> Additional questionnaires were distributed to fifty teachers in six schools which turned out to have larger libraries than the largest schools in these six school systems. The net result was that the teacher questionnaire was distributed to 1,163 teachers in eighty-eight schools in eighty-two school systems. The number of teacher respondents was 665 or 57.2 per cent of the high school teachers to whom questionnaires were sent.

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<sup>32</sup>No contact was made with teachers in thirteen systems because of the following reasons: eight systems operated only one high school which did not respond; two systems did not contain any schools which responded to the school survey; three systems did not have second largest schools with typical central libraries.





The procedure following in selecting schools for the teacher survey is summarized below:

|   | <u>No. of<br/>Systems</u> | <u>No. of<br/>Schools</u> | <u>No. of<br/>Teachers</u> |
|---|---------------------------|---------------------------|----------------------------|
| Largest schools in systems where one or more schools had central libraries:                         | 96                        | 96                        | 1,314                      |
| Less: Largest schools which did not respond   | <u>18</u>                 | <u>18</u>                 | <u>218</u>                 |
|   | 78                        | 78                        | 1,096                      |
| Plus: Second largest schools added to survey because largest schools did not respond                | <u>4</u>                  | <u>4</u>                  | <u>17</u>                  |
|   | 82                        | 82                        | 1,113                      |
| Plus: Second schools added to survey because they had larger libraries than did the largest schools | <u>--</u>                 | <u>6</u>                  | <u>50</u>                  |
| Total systems in which teachers were surveyed:  | 82                        |                           |                            |
| Total schools in which teachers were surveyed:  |                           | 88                        |                            |
| Total teachers sent questionnaires:   |                           |                           | 1,163                      |

The number of teachers who were selected for the teacher survey, who were sent questionnaires, and who responded are classified by type of school system in Appendix Table A-III. The teacher respondents are identified by type of school system and enrolment size of the school in Appendix Table A-IV and by major teacher area in Table III.

#### Treatment of the Data

Library Survey of Unit School Systems. All school system data were compiled separately by type of school system: divisions, counties, public districts, Catholic Separate districts, and Protestant separate districts. This categorization permitted some comparisons with findings from the 1957 survey which were reported by the Library Subcommittee of the Elementary School Curriculum Committee. The Library Subcommittee grouped



TABLE III

NUMBER AND PERCENT OF TEACHER-RESPONDENTS, BY MAJOR TEACHING AREA

| Major Teaching Area <sup>a</sup>    | Number | Percent |
|-------------------------------------|--------|---------|
| Business education                  | 63     | 9.5     |
| English                             | 98     | 14.7    |
| Foreign languages                   | 57     | 8.6     |
| Household arts                      | 26     | 3.9     |
| Industrial arts                     | 23     | 3.5     |
| Mathematics                         | 56     | 8.4     |
| Physical education and health       | 23     | 3.5     |
| Science                             | 80     | 12.0    |
| Social studies                      | 71     | 10.7    |
| Vocational education                | 24     | 3.6     |
| Mathematics-science <sup>b</sup>    | 23     | 3.5     |
| English-social studies <sup>c</sup> | 18     | 2.7     |
| Others <sup>d</sup>                 | 103    | 15.5    |
| Total reporting                     | 665    | 100.0   |

<sup>a</sup>Area in which teachers spent half time or more.

<sup>b, c</sup>Respondents indicated half time spent in each of these two areas.

<sup>d</sup>Includes teachers who spent less than half time in any one area.



its data into three categories: rural (comparable with divisions and counties), urban public districts, and urban Catholic separate districts. As the 1957 survey applied to public districts and Catholic separate districts in only large urban centers,<sup>33</sup> some data for public districts and Catholic separate districts in the present study were further tabulated with large and small school districts grouped separately to permit further comparisons with findings of the 1957 survey.<sup>34</sup> By classifying districts with total enrolment of 2,000 or higher as large districts, the large public districts category included only the eight largest public districts (those in the six largest cities and two large suburban districts), and the large Catholic separate districts category included only two of the three largest Catholic separate districts (one city and one large suburban district). Thus the large public districts category was comparable with the urban public category in the 1957 study. Similarly the large Catholic separate districts category may be compared with the urban Catholic separate category in the 1957 survey.

Data gained from the school system survey pertaining to the percentage of schools with centralized libraries and the percentage of pupils enrolled in centralized libraries were recorded by level of school as

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<sup>33</sup> Only the five largest public districts (Edmonton, Calgary, Lethbridge, Medicine Hat, and Jasper Place) and the three largest Catholic separate districts (Calgary, Edmonton, and Jasper Place) were included in the tabulation of data in the report of the Library Subcommittee.

<sup>34</sup> Data tabulated with large and small districts listed separately concern the percentage of schools with centralized libraries, the percentage of pupils enrolled in schools with centralized libraries, and expenditures on various library resources.





well as by type of school system in the pattern of the following skeleton grid:

| Type of School System | Level of School |       |            |           |
|-----------------------|-----------------|-------|------------|-----------|
|                       | All Levels      | Elem. | Elem.-sec. | Secondary |
| Divisions             |                 |       |            |           |
| Counties              |                 |       |            |           |
| Large Districts       |                 |       |            |           |
| Public                |                 |       |            |           |
| Cath. Sep.            |                 |       |            |           |
| Small Districts       |                 |       |            |           |
| Public                |                 |       |            |           |
| Cath. Sep.            |                 |       |            |           |
| Prot. Sep.            |                 |       |            |           |
| All Systems           |                 |       |            |           |

As most school systems reported allotments for books and other library items on a per pupil basis, a conversion to this unit of allocation was made wherever school systems reported allowances for books and other library items by room, grade, teacher, or school. Allotments were transmuted to a per pupil basis by equating twenty-five pupils per room or per teacher. Where the allotment was on a per school basis, the calculation per pupil was accurately ascertainable as the number of schools and total enrolment of schools were both known. Wherever allotments for books or other library items were made on a graduated basis (different amount for pupils in different grades or school sections), an average allotment per pupil was determined from the total allotment provided for all twelve grades.

Library Survey of Schools. It was anticipated that there would be marked differences between schools of various levels with respect to some library situations. For this reason, most data from the school



questionnaires were treated separately by level of school, elementary-secondary and secondary. As well, in the event the size of the school was a factor determining the library situation, practically all items of information gained from the school survey were grouped in categories according to the enrolment of the school. For the most part then, data from the school questionnaires were tabulated according to the following plan:

|  | Number and Percent of Schools by Level of School and Enrolment |                              |             |
|--|--|------------------------------|-------------|
|  | Elem.-Sec.   | Secondary                    | All Schools |
|  | 150- 300-<br>299 599<br>etc.                                   | 150- 300-<br>299 299<br>etc. |             |
| Subdivisions in information being analyzed are set out here, e.g., various categories for "number of persons on library staff" |  |                              |             |
| Total Reporting  |  |                              |             |

In a few instances data were classified on some other basis<sup>35</sup> than level of school and enrolment size. This variation from the standard treatment was made for several reasons: (1) classification of some data in two or more ways was not physically possible, without much confusion, because the information item itself was subdivided into a large number of categories, (2) the nature of some data (for example, "times when students have access to the library") suggested to the writer that a particular

<sup>35</sup> Some data were classified according to each of the following bases: level of school only, enrolment size only, type of school system and level of school, type of school system and level of school and enrolment size.





basis of classification (for example, enrolment size only) would show what significant differences in practice might prevail, (3) some data which required no subdivision of the information itself were readily classified on three bases.

Library Survey of Teachers. In the case of the teacher survey, nearly all data were itemized by subject areas of the teachers.<sup>36</sup> In some cases where subject area appeared to be of little consequence (for example, "library facilities and services most in need of improvement"), enrolment size was the only basis of classification.

All three surveys above. For each item of information the responses were classified and counted. The data for almost every category were translated to percentages of all school systems, or schools, or teachers in each particular category. The data, largely as percentages, were analyzed for the prevalence of particular conditions or practices or policies and for differences in situation between different types of school systems, levels of schools, enrolment sizes of schools, and subjects of teachers. The library conditions as identified were compared with the criteria derived from the related literature. All data derived from the questionnaires were organized in tabular form to provide complete information if this should be desired. Tabular data of lesser importance have been placed in Appendix A.

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<sup>36</sup> Appendix Table A-VI lists the twelve subject areas by which the teacher data were categorized.





## VII. ASSUMPTIONS

All three questionnaires used as data gathering instruments, but particularly the school questionnaire, were quite demanding on the respondents; however, it is assumed that wherever answers were supplied that correct information was given.

The school questionnaire was distributed only to those schools which were served by six or more staff members on the assumption that schools with fewer than six teachers are not likely to be provided with centralized libraries.

Senior high school teachers of only the largest school in each system were selected for the teacher library survey on the assumption that the larger staffs were more specialized and would give more attention to the library resources for subjects of their specialty. As well, it was assumed that teachers specializing in the greatest number of different subjects were located in the largest schools and that surveying teachers in these schools would permit the writer to determine how teachers in many different subjects regard and use the library. Furthermore, the writer wished to obtain a composite picture of the use of library services in the schools with the best libraries throughout the province. It was further assumed that the largest school (in terms of number of teachers) in each school system would be provided with the most adequate library facilities and resources of any school in the system, or at least would not be inferior to those of other schools in the system.<sup>37</sup>

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<sup>37</sup>In spite of this assumption, as noted earlier, six schools which were second largest in their respective systems did in fact have libraries



### VIII. LIMITATIONS

The three school library questionnaires were designed to present a fairly comprehensive picture of the status of school libraries in Alberta. Accordingly, the three questionnaires, possibly longer than most and requesting some information which might not be easily ascertained, made rather sizeable demands on the respondent's time and attention. Because of the nature of the questionnaires, they may not have been completed conscientiously enough to produce valid answers.

The writer wished to survey a large number of senior high school teachers, representative of all subject areas, without undue expense. Economy was secured by mailing the teacher questionnaires to the principals of the survey schools for distribution to all their senior high school teachers. For the largest school in each system, this task was in addition to asking the principal to complete or have completed a questionnaire for the school. Thus, the success of much of this study rested with the co-operation of school principals in compiling information for their schools, in distributing questionnaires to teachers, and in encouraging their staff members to participate in the survey.

### IX. OVERVIEW OF THE STUDY

Chapter I has identified the problem of this study to be the need to determine and to evaluate the library services in Alberta schools.

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which were largest in area. Consequently these six schools were added to the survey.





The need for the study has been substantiated by (1) outlining the new demands that authorities say are being made upon the library, forcing it to fulfill a paramount role in the instructional program, and (2) by presenting the views of many groups and individuals who have expressed dissatisfaction with the status quo in Alberta school libraries.

The delimitations of the study have been noted and the terms defined.

Chapter I outlines the procedures employed in conducting surveys of school systems, schools, and teachers to secure data about school libraries from these three sources. As well, the chapter indicates how data from the three different questionnaires were treated.

Chapter I also presents certain assumptions in the composition of the questionnaires and in their distribution and identifies two major limitations pertaining to the length of the questionnaires and the manner of distribution of the teacher questionnaires.

Chapter II briefly reviews and reports findings of two studies of school libraries conducted in Alberta in 1957 and outlines in some detail a set of standards developed for school libraries in 1960.

Chapters III-XII are devoted to analyzing the problems listed in the "Statement of Sub-Problems" by reporting and discussing data from the questionnaires, by evaluating the findings using the recommended standards, and by comparing the Alberta library situation in 1964 and 1957. The following plan is used in the analysis of the problems: Chapters III, IV, V, and VI examine in detail, in turn, four main aspects of school libraries: facilities, resources, expenditures, and personnel. These are





four areas in which library standards do exist. Chapters VII and VIII deal, respectively, with two subsidiary matters: supervision of school libraries by school systems and administrative provisions of schools for making the library accessible. Chapter IX focuses on teacher and student use of the library in senior high schools. Chapter X relates strengths and weaknesses in Alberta school libraries as viewed by librarians and high school teachers. Chapter XI compares the Alberta library situation in 1964, as determined by questionnaires used in the present study, with that in 1957, as determined by the Library Subcommittee of the Elementary Curriculum Committee. Chapter XII evaluates the adequacy of facilities, resources, expenditures, and personnel in terms of the standards formulated by the American Association of School Librarians.

Chapter XIII, the final chapter, presents a summary of the findings of this study, notes some of the salient features and trends of school libraries in Alberta, and offers some recommendations for their improvement.



## CHAPTER II

### RELATED LITERATURE

A review of the literature produced two studies which indicate some aspects of school libraries in Alberta in 1957 and one document which identifies a set of standards which were developed for school libraries in the United States in 1960 and subsequently were endorsed for Canada. The findings of the two Alberta studies and the recommended standards provide some basis against which the status of school libraries in Alberta in 1964 may be evaluated and their evolving pattern examined.

#### I. ALBERTA SCHOOL LIBRARY STUDY OF 1957

The Alberta Department of Education in 1957 supported an Alberta school library survey conducted by the Library Subcommittee of the Elementary School Curriculum Committee.<sup>1</sup> Data compiled from the questionnaires which the Committee sent to all the superintendents of school divisions and school districts dealt separately with rural and urban school libraries.

The reported data for rural school libraries shows that among 390 schools of two or more classrooms and of all grade levels, only 146 schools (37.4 percent) had space specifically designed for a central library,

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<sup>1</sup>Library Subcommittee, Elementary School Curriculum Committee, "Report of the Library Subcommittee" (Edmonton: Department of Education, 1959, mimeographed).



although 150 schools (38.5 percent) reported having a central library.

Considering only rural schools with six or more classrooms, the following conditions prevailed in 1957:

1. Of 224 schools, of all levels, 114 (50.9 percent) had centralized libraries.
2. Of 204 schools, elementary-secondary and secondary, 106 (52.0 percent) had centralized libraries.
3. Of 181 elementary-secondary and secondary schools in which senior high school was taught, ninety-six schools (53.1 percent) had centralized libraries.
4. Only three schools had full-time librarians; three had half-time librarians.
5. Not a single librarian had a library degree and only eight had university courses in library science.
6. The average expenditure on books was slightly under two dollars per pupil per year.
7. The main factors restricting library service, in order of seriousness, were reported to be lack of personnel, finances, and accommodation.

The data given for urban schools reveal a similar picture to that for rural schools:

1. Of 180 public schools of all levels, in five large districts, ninety-five (52.8 percent) had centralized libraries.
2. Of seventy-one elementary-secondary and secondary schools in which junior and/or senior high school was included, fifty-four





76.1 percent) had centralized libraries.

3. Of thirteen public schools in which senior high school was taught, ten (76.9 percent) had centralized libraries.
4. Only fifty-five schools (30.6 percent) of the total 180 had space specifically designed for a centralized library.
5. Only six schools (3.3 percent) had full-time librarians; one had a half-time librarian.
6. Only two librarians had professional library degrees.

However, the urban study differs from the rural study in two significant respects, namely, (1) that urban public schools were spending less on the average per pupil on books (under \$1.50<sup>2</sup> as opposed to almost \$2.00 for rural Alberta) and (2) that accommodation was rated as the most pressing problem in library service, with lack of finances second.

Data for urban Catholic separate schools, which includes eighty-two schools of two classrooms or more in three large systems, indicates that twenty-five schools (30.5 percent) had a central library. However, for urban Catholic separate schools of six classrooms or more, in the same three large centers, the following conditions were reported:

1. Among fifty-nine schools of all levels, twenty-one (35.6 percent) had centralized libraries.
2. Of fourteen schools in which senior high school was taught, seven (50.0 percent) had centralized libraries.

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<sup>2</sup>Ibid. Estimate from information on page 15; the actual average total expenditure reported as \$2,959 is obviously in error--instead it appears that this figure should read \$20,959. If so, then the average per pupil expenditure is \$1.41.



3. Of the fifty-nine schools with six classrooms or more, only ten (16.9 percent) had space specifically designed for centralized libraries.
4. No full-time or part-time librarians were employed.
5. No librarian possessed a professional library degree.
6. Expenditures for books averaged \$2.18 per pupil per year.

The report of the Library Subcommittee made the following major recommendations:

1. The Department of Education should match expenditures by school systems for library book purchases up to \$1.50 per pupil per year.
2. The Department should appoint a supervisor of school libraries.
3. School Book Branch catalogues should be revised as follows:
  - (a) To include the grouping or classification for each title,
  - (b) To list books alphabetically by author at least within sections,
  - (c) To give a full description of each book,
  - (d) To give a reference to indicate usefulness for certain enterprise topics.
4. The Department's Annual Report should include information about school library operation and service.
5. Section B (pages 27-29) of the "Report of the Library Subcommittee," titled "Library Quarters in the Elementary and Junior High School," should be included in recommendations to



architects.<sup>3</sup>

6. The Department should provide building grants for school libraries. Minimum space allowances for schools of different levels and number of classrooms are listed in the report. A minimum library area equivalent to that of a standard classroom is specified for all schools of six to twelve classrooms.
7. A special certificate in school librarianship should be established.
8. The Faculty of Education should offer at least a minimum program of four courses to prepare teacher-librarians.

## II. RECOMMENDATIONS FOR EDMONTON PUBLIC SCHOOL LIBRARIES, 1961

The second study deemed pertinent and selected for review is a 1961 thesis concerning Edmonton school libraries. Its purpose was:

To direct attention to the inherent value of school libraries in the educational program; to review the status of libraries in the Edmonton public schools; and to present recommendations for a long range plan for the development of a library program in the Edmonton public school system.<sup>4</sup>

The Layton thesis incorporates the findings of a 1958 study conducted by the School Library Committee of the Edmonton Public School Local of the

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<sup>3</sup>This section of the report recommends some standards, adapted from statements of the American Library Association, concerning the following library facilities: wall shelving, ceilings, floors, heat and ventilation, and lighting.

<sup>4</sup>Robert B. Layton, Jr., "The Library Program of the Edmonton Public School System" (unpublished Master's thesis, University of Washington, Seattle, 1961), p. 2.





Alberta Teachers' Association under Layton's leadership. In the thesis the quantitative findings from the questionnaire used in the Edmonton study are compared with the American Library Association's standards. In none of four areas--personnel, quarters, book collection, and annual classroom grants--did the survey show that the libraries of the Edmonton public schools in 1957 met any of the standards set by the ALA in 1960. Robert Layton, Jr., referring to the results of the survey and reviewing the trends affecting school libraries, concluded: "The school library program has not kept pace with new developments in education."<sup>5</sup> His recommendations for the Edmonton public school system follow:

1. The continuance of a school library supervisor but with sufficient staff to administer a city-wide program.
2. A re-examination of the philosophy and objectives of the school library program in view of the changing trends in curriculum development and the new school facilities which will be required for such curriculum developments.
3. A statement of policy for the selection of library materials.
4. A set of library standards for the Edmonton schools governing such items as personnel, size of the collection, annual expenditures, and quarters for the various types of collections for the school library and for professional, supplementary and audio-visual materials.
5. Quarters to provide centralization for: (a) Ordering and cataloguing, (b) Processing and printing.
6. An instructional materials center for the system including audio-visual materials and equipment.
7. Professional librarians for all grade levels. Some plan of recruitment may be necessary to obtain the required number.
8. Adequate clerk-typist assistance for the librarians.
9. Provision for library quarters in all schools.<sup>6</sup>

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<sup>5</sup> Ibid., p. 45.      <sup>6</sup> Ibid., p. 47.



### III. STANDARDS FOR SCHOOL LIBRARIES

The minimum goals in school library service today are reflected in Standards for School Library Programs,<sup>7</sup> developed by representatives of twenty professional organizations under the leadership of the American Association of School Librarians. The School Library Standards Committee included librarians, teacher college professors, school administrators, classroom teachers, school board members, and representatives of other educational bodies. Their several years of study produced an outline of basic requirements for functional school library programs stated in the form of qualitative and quantitative standards. The standards serve as an effective blueprint of what average schools should endeavor to provide in the way of library service. Thus they are useful in appraising existing library situations and in formulating immediate or long-range plans for school library programs.

Qualitatively, the Standards recognize the school library as both an "instructional materials center" and a "laboratory for research and study" and the school librarian as a "materials specialist." Facilities for research and study which enable the materials center to become a living laboratory must include (1) space to accommodate at least ten per cent of the enrolment; (2) listening and viewing areas adjacent to the reading room where individual pupils or small groups may hear recordings,

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<sup>7</sup> American Association of School Librarians, Standards for School Library Programs (Chicago: American Library Association, 1960).





view filmstrips, examine slides, and preview other audio-visual materials; (3) conference rooms for small group discussions; (4) individual study cubicles; (5) a library classroom to which an entire class might be brought for instruction in library skills and techniques, for discussion of books and other materials, for demonstrations and displays; (6) stack and storage areas; (7) work and office space, and (8) a professional library for teachers.

The quantitative standards require every school with an enrolment of two hundred or more to employ at least one full-time librarian and a half-time clerk. In the larger libraries where only printed materials are under the charge of the librarian, the Standards recommend that for the first nine hundred students there should be one librarian for each three hundred students and for enrolments beyond nine hundred, one librarian for each additional four hundred students. In addition, for each six hundred students, the librarian should have a full-time clerk assistant. Where audio-visual materials are also the administrative responsibility of the librarian, additional clerks are recommended.

In small schools minimum conditions recommended include a half-time librarian if the enrolment is 150, the services of a librarian one day each week if the enrolment is seventy-five, and at least a weekly visit to the smallest one-teacher school.

Standards for the size of the book collection include a minimum of six thousand to ten thousand books in schools having 200-999 students and ten books per student beyond this enrolment. The annual outlay for purchasing regular books (not including encyclopedias, magazines,





rebinding, and supplies) should be at least \$1,000-\$1,500 in schools having 200-249 students and at least \$4.00-\$6.00 per student beyond this enrolment.

Regarding accommodation, the Standards state that the library should have seating space for at least 45-55 students in schools with enrolments of 200-550 students and for ten percent of the students in schools beyond this enrolment. In schools with enrolments below 200, the central library room should be large enough to seat one class group. Preferably no more than eighty students are to be seated in one reading room which should have dimensions allowing thirty to thirty-five square feet per reader.

The minimum number of general magazine titles for the central library in schools having two hundred or more pupils is set at minimums of twenty-five titles in elementary schools up to grade six, fifty titles in elementary schools up to grade eight, seventy titles in junior high schools and 120 titles in senior high schools.

The professional collection should include at least twenty-five to fifty professional magazine titles and a basic book collection of 200-1,000 titles depending on needs and the number of staff members. The minimum annual expenditure for the professional collection should range from \$200.00 to \$800.00.

The amount expended for audio-visual materials should be at least one percent of the total per pupil instructional cost and should range between \$2.00 and \$6.00 per pupil.

Additional funds should be provided according to need for supplementary books, magazines, and other printed materials shelved apart from



the main library collection, for example, in vocational or technical areas.

The Standards recognize a need for attention to be given to four main aspects of school libraries: personnel, materials, funds, and quarters.

The objectives of very good schools require that the library program be in full operation, and this can be done only when the school meets the standards for the personnel, materials, funds, and quarters of the school library.<sup>8</sup>

No standards for school libraries in Canada were available in 1964 but committees of the Canadian Library Association were at that time working on standards for this country. In the meantime the standards of the American Library Association were endorsed by the Canadian Library Association.<sup>9</sup> Accordingly, the writer based his evaluation of Alberta school libraries in 1964 on the standards of the American Library Association, even though separate standards for Canadian schools were finalized by the Standards Committee of the Canadian School Library Association early in 1967.<sup>10</sup>

In summary, this chapter has outlined: (1) two studies which identify various aspects of school libraries in Alberta in 1957, with which the findings of the 1964 study may be compared, and (2) a set of

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<sup>8</sup> Ibid., p. 7.

<sup>9</sup> Dominion Bureau of Statistics, "Survey of Libraries, Part II: Academic Libraries 1960-61" (Ottawa: The Queen's Printer, 1963), p. 27; or "Qualitative and Quantitative Standards for School Libraries," Feliciter (Newsletter of the CLA-ACB), V:5 (January, 1960), p. 16.

<sup>10</sup> Canadian School Library Association, Standards of Library Service for Canadian Schools (Toronto: The Ryerson Press, 1967).



standards which serve as a measuring stick to evaluate the status of Alberta school libraries in 1964.





## CHAPTER III

### FACILITIES OF ALBERTA SCHOOL LIBRARIES

This chapter considers several aspects of school library facilities in 1964 including the degree to which libraries were centralized, their usual size, the frequency with which specific equipment or facilities were included in central libraries, the regard with which library personnel viewed the library quarters, and the policies of school systems for making provision for central libraries.

#### I. FREQUENCY OF OCCURRENCE OF CENTRALIZED LIBRARIES

In 1963-64 centralized libraries were provided in 460 schools or 51.1 percent of all schools (irrespective of size) in the systems surveyed (Table IV). Elementary schools had the lowest percentage of centralized libraries--28.8 percent. Elementary-secondary schools included centralized libraries in 61.0 percent of the schools and secondary schools had centralized libraries in 95.6 percent of the schools. The tendency of secondary schools to lead in the frequency of centralized libraries thus was quite pronounced. This situation may be a result of the fact that secondary schools tend to be larger in size than are elementary or elementary-secondary schools. Many elementary and elementary-secondary schools have fewer than six classrooms, a size of school in which the lack of a centralized library is less questionable.

When the percentage of schools with centralized libraries was



TABLE IV

NUMBER AND PERCENT OF SCHOOLS WITH CENTRALIZED LIBRARIES, BY LEVEL OF SCHOOL  
AND TYPE OF SCHOOL SYSTEM

| Type of School System                   | Schools of All Levels With Cent. Library |       | Elementary Schools With Cent. Library |       | Elem.-Sec. Schools With Cent. Library |       | Secon. Schools With Cent. Library |       |
|---|--|-------|---------------------------------------|-------|---------------------------------------|-------|-----------------------------------|-------|
|   | No.                                      | %     | No.                                   | %     | No.                                   | %     | No.                               | %     |
| Divisions                               | 274                                      | 42.0  | 110                                   | 18.1  | 144                                   | 52.1  | 20                                | 100.0 |
| Counties                                | 228                                      | 58.8  | 52                                    | 46.2  | 158                                   | 59.5  | 18                                | 88.9  |
| Total Div. & Coun.                      | 502                                      | 49.6  | 162                                   | 27.2  | 302                                   | 56.0  | 38                                | 94.7  |
| Large Districts: <sup>a</sup><br>Public | 289                                      | 54.3  | 172                                   | 32.6  | 63                                    | 77.8  | 54                                | 96.3  |
| Cath. Sep.                              | 48                                       | 29.2  | 36                                    | 5.6   | 7                                     | 100.0 | 5                                 | 100.0 |
| Small Districts: <sup>b</sup><br>Public | 35                                       | 68.6  | 18                                    | 44.4  | 6                                     | 83.3  | 11                                | 100.0 |
| Cath. Sep.                              | 24                                       | 54.2  | 10                                    | 30.0  | 9                                     | 66.7  | 5                                 | 80.0  |
| Prot. Sep.                              | 3  | 100.0 | 2                                     | 100.0 |                                       |       | 1                                 | 100.0 |
| All systems                             | 901                                      | 51.05 | 400                                   | 28.75 | 387                                   | 60.98 | 114                               | 95.61 |

<sup>a</sup>School districts with total enrolment of 2,000 or higher have been classified as large districts.

<sup>b</sup>School districts with total enrolment of less than 2,000 have been classified as small districts.



considered according to the type of school system, the frequency of schools with centralized libraries was as follows:

|                         | <u>Percentage of schools with<br/>centralized libraries</u> |
|-------------------------|---|
| Protestant Separate     | 100.0   |
| Small Public District   | 68.6  |
| Counties                | 58.8  |
| Large Public District   | 54.3  |
| Small Catholic Separate | 54.2  |
| Divisions               | 42.0  |
| Large Catholic Separate | 29.2  |

That all schools in Protestant separate districts had centralized libraries may be attributed to the fact that only one Protestant separate district with three schools of recent construction participated in the survey of school systems. When data for counties and divisions were combined to determine the percentage of schools in rural Alberta with centralized libraries the resulting percentage was 49.6 percent, slightly inferior to the 54.3 percent for large public districts. The less frequent occurrence of centralized libraries in rural Alberta than in large urban districts held true for all levels of schools. Schools with centralized libraries were far less common in Catholic separate districts, both large and small, than in the corresponding public districts. Most surprising was that large school districts, both Catholic separate and public, had fewer centralized libraries on a percentage basis than did small school districts. Thus districts in the large cities and suburban areas ranked behind districts in small cities, towns, and villages in the provision of centralized libraries. However, as will be shown in Chapter IV, large school districts, both public and Catholic separate, were spending more for library materials than were small districts. This





comparison is based on two separate calculations: (1) per student payments for library materials, and (2) the percentage of the school budget expended for library materials.

An analysis of the data in Table IV for each level of school--elementary, elementary-secondary, and secondary--indicated that large Catholic separate districts placed behind small Catholic separate districts in the frequency of centralized libraries only in elementary schools (5.6 percent as opposed to 30.0 percent). However, large public districts placed behind small public districts in the provision of centralized libraries in all three school levels but the difference was greatest at the elementary school level (32.6 percent as opposed to 44.4 percent). The lack of centralized libraries in elementary schools thus accounted in large measure for the lower incidence of centralized libraries in large districts than in small districts.

Another basis for considering the frequency of centralized libraries is to examine the percentage of the school enrolment located in schools with centralized libraries rather than to consider the percentage of schools with centralized libraries. The percentage of Alberta pupils attending schools with centralized libraries, shown in Table V, included 96.6 percent of those attending secondary schools, 76.7 percent of those attending elementary-secondary schools, and 39.4 percent of those in elementary schools. Of all pupils in attendance, 67.7 percent were in schools with centralized libraries. These figures show that, for each level of school, the percentage was slightly higher than the percentage of schools with centralized libraries. This situation indicates that those



TABLE V

ENROLMENT OF ALL SCHOOLS AND SCHOOLS WITH CENTRALIZED LIBRARIES AND PERCENT OF PUPILS IN SCHOOLS WITH CENTRALIZED LIBRARIES, BY LEVEL OF SCHOOL AND TYPE OF SCHOOL SYSTEM

| Type of School System         | Schools of All Levels |                      |       | Enrolment of Schools |                      | Elem.-Sec. Schools |                      | Secondary Schools |                      |
|-------------------------------|-----------------------|----------------------|-------|----------------------|----------------------|--------------------|----------------------|-------------------|----------------------|
|                               | Total                 | With Central Library | %     | Total                | With Central Library | Total              | With Central Library | Total             | With Central Library |
| Divisions                     | 51,942                | 34,786               | 67.0  | 13,856               | 5,786                | 41.8               | 31,935               | 22,999            | 72.0                 |
| Counties                      | 56,014                | 41,364               | 73.8  | 10,116               | 6,233                | 61.6               | 39,810               | 29,425            | 73.9                 |
| Total Div.& Coun.             | 107,956               | 76,150               | 70.5  | 23,972               | 12,019               | 50.1               | 71,745               | 52,424            | 73.1                 |
| Large Districts: <sup>a</sup> |                       |                      |       |                      |                      |                    |                      |                   |                      |
| Public                        | 134,008               | 89,239               | 66.6  | 57,648               | 20,941               | 36.3               | 38,817               | 32,240            | 83.1                 |
| Cath. Sep.                    | 14,191                | 6,808                | 48.0  | 8,003                | 620                  | 7.7                | 1,980                | 1,980             | 100.0                |
| Small Districts: <sup>b</sup> |                       |                      |       |                      |                      |                    |                      |                   |                      |
| Public                        | 12,035                | 9,011                | 74.9  | 5,570                | 3,305                | 59.3               | 2,629                | 1,870             | 71.1                 |
| Cath. Sep.                    | 5,061                 | 3,517                | 69.5  | 1,441                | 657                  | 45.6               | 2,531                | 1,771             | 70.0                 |
| Prot. Sep.                    | 1,162                 | 1,162                | 100.0 | 801                  | 801                  | 100.0              |                      |                   |                      |
| All systems                   | 274,413               | 185,887              | 67.7  | 97,435               | 38,343               | 39.4               | 117,702              | 90,285            | 76.7                 |
|                               |                       |                      |       |                      |                      |                    |                      | 361               | 361                  |
|                               |                       |                      |       |                      |                      |                    |                      | 59,276            | 57,259               |
|                               |                       |                      |       |                      |                      |                    |                      |                   | 96.6                 |

<sup>a</sup> School districts with total enrolment of 2,000 or higher have been classified as large districts.

<sup>b</sup> School districts with total enrolment of less than 2,000 have been classified as small districts.





schools which did have centralized libraries tended to be schools with large enrolments.

Considered by type of school system, the percentage of pupils in schools with centralized libraries was as follows:

|                         | <u>Percentage of Pupils in Schools<br/>With Centralized Libraries</u> |
|-------------------------|---|
| Protestant Separate     | 100.0   |
| Small Public District   | 74.9  |
| Counties                | 73.8  |
| Small Catholic Separate | 69.5  |
| Divisions               | 67.0  |
| Large Public District   | 66.6  |
| Large Catholic Separate | 48.0  |

For school systems of all types except Protestant separate systems (for which the percentage is unchanged), the percentage of pupils in schools with centralized libraries was higher than the percentage of schools with centralized libraries. In ranking, the only difference from that for the percentage of schools with centralized libraries was that large public districts dropped to sixth place from fourth place, emphasizing that many pupils in large public districts did not have access to centralized school libraries. As indicated in Table V this situation was especially true for pupils enrolled in elementary schools. Of all students enrolled in elementary schools in public districts, only 36.3 percent were in schools with central libraries. In contrast, the percentage of pupils in rural (county and division) elementary schools with central libraries was 50.1 percent.

Appendix Table A-V shows that although more schools at all levels were increasingly being provided with centralized libraries, the provision of centralized libraries in elementary schools during the five-year





period 1959-1964 continued to lag behind the inclusion of centralized libraries in elementary-secondary and secondary schools. Of all new schools reported built during this interval, centralized libraries were not included in 28.8 percent of elementary schools, 18.3 percent of elementary-secondary schools, and 2.1 percent of secondary schools. The 2.1 figure represents only one of forty-eight new secondary schools and considering that this particular school had only eighty pupils it is not unusual that a central library was not provided. The same table reveals further that a total of 146 older schools, built originally without centralized libraries, had library additions in the same five-year period. It is interesting to note that this fairly vigorous library building period included the first two years during which school libraries were approved for building grant purposes by the Department of Education.<sup>1</sup>

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<sup>1</sup> Although Schedule A (O.C. 1568/53) of the regulations pertaining to the School Buildings Assistance Act recognized that a "room intended for library and study purposes, if to be furnished as a study room, shall be instructional space, and shall qualify for assistance," it was not until passage of the School Buildings Act and its Regulations (O.C. 536/62, Alberta Regulation 177/62), effective January 2, 1962, that libraries were recognized in their own right as instructional areas qualifying for provincial assistance.

The 1962 Regulations allowed the School Buildings Board to recognize for building grant purposes space for libraries according to the following schedule:

| <u>Classrooms</u>                              | <u>Library Space</u> |
|--|----------------------|
| (Ordinarily 750 sq. ft. but not less than 600) |                      |
| 6  | 800 sq. ft.          |
| 7  | 900 sq. ft.          |
| 8  | 1,000 sq. ft.        |
| 9  | 1,100 sq. ft.        |
| 10   | 1,200 sq. ft.        |

For schools of more than ten home rooms, additional library area was apparently permitted within a limit set for the total additional space allowed for all functional areas.

Amended regulations (O.C. 47/63; Alberta Regulation 38/63) to



## II. SIZE OF CENTRALIZED LIBRARIES

The range and median area in square feet of the central libraries which were surveyed are reported in Table VI for each enrolment size group, level of school, and type of school system. Elementary-secondary and secondary schools had the following median area in square feet for each enrolment size group:

|                | <u>Elementary-Secondary</u> | <u>Secondary</u> |
|----------------|-----------------------------|------------------|
| Under 150      | 300                         | 445              |
| 150 - 299      | 450                         | 1,200            |
| 300 - 599      | 600                         | 1,395            |
| 600 - 899      | 1,120                       | 1,750            |
| 900 - 1,299    | 2,640                       | 2,500            |
| 1,300 and over | 2,700                       | 2,500            |

These figures show that in the four smallest size groups, all below 900 enrolment, elementary-secondary school libraries were considerably inferior in size to secondary school libraries but in the two largest size groups, with enrolments above 900, the difference was negligible.

A comparison of median area by type of school system revealed no significant differences.

A comparison of existing median areas of central libraries with the maximum areas recognized by regulations of the School Buildings Board as introduced January 2, 1962 or even as amended in April, 1963, indicated that in schools up to ten classrooms (for which the regulations are very

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The School Buildings Act came into force January 10, 1963, adjusting the library space recognized for building grants as follows:

Schools with five classrooms could qualify for library building grants but all schools of five-ten classrooms would receive grants for a maximum of 750 square feet of library space.





TABLE VI

RANGE OF AREA AND MEDIAN AREA OF CENTRAL LIBRARY, BY ENROLMENT, LEVEL OF SCHOOL AND TYPE OF SCHOOL SYSTEM

| Type of Area Calculation | Type of School System | Area in Square Feet, by Level of School and Enrolment |          |          |           |          |             |                   |           |           |           |           |             |
|--------------------------|-----------------------|---|----------|----------|-----------|----------|-------------|-------------------|-----------|-----------|-----------|-----------|-------------|
|                          |                       | Elementary-Schools                                    |          |          |           |          |             | Secondary Schools |           |           |           |           |             |
|                          |                       | Under 150   | 150-299  | 300-599  | 600-899   | 900-1299 | 1300 & Over | Under 150         | 150-299   | 300-599   | 600-899   | 900-1299  | 1300 & Over |
| Range:                   | Divisions             | 750   | 100-1440 | 108-1800 | 500-1200  |          |             | 729               | 576-2000  | 80-1800   | 1100-3868 |           |             |
|                          | Counties              | 170-300   | 80-1530  | 144-1800 | 1040-2430 | 2640     | 2700        | 160               | 1200-1600 | 350-1600  |           |           |             |
|                          | Public Dist.          |   |          | 480-729  |           |          |             | Not Ind.          | 726-2500  | 1016-5000 | 1008-6144 | 1320-6400 | 2000-5000   |
|                          | Cath. Sep.            |   | 600      | 120-2025 |           |          |             |                   | 375-1120  | 1026-2268 | 1000-1800 | 3000      |             |
|                          | Prot. Sep.            |   |          |          |           |          |             |                   | 1250      |           |           |           |             |
|                          | ALL SYSTEMS           | 170-750   | 80-1530  | 108-2025 | 500-2430  | 2640     | 2700        | 160-729           | 375-2500  | 80-5000   | 1000-6144 | 1320-6400 | 2000-5000   |
| Median:                  | Divisions             | 750   | 400      | 576      | 700       |          |             | 729               | 1200      | 1409      | 2482      |           |             |
|                          | Counties              | 235   | 450      | 600      | 1728      | 2640     | 2700        | 160               | 1400      | 1325      |           |           |             |
|                          | Public Dist.          |   |          | 670      |           |          |             |                   | 900       | 2103      | 1750      | 2000      | 2500        |
|                          | Cath. Sep.            |   | 600      | 1073     |           |          |             |                   | 830       | 1647      | 1400      | 3000      |             |
|                          | Prot. Sep.            |   |          |          |           |          |             |                   | 1250      |           |           |           |             |
|                          | All systems           | 300   | 450      | 600      | 1120      | 2640     | 2700        | 445               | 1200      | 1395      | 1750      | 2500      | 2500        |





specific) most elementary-secondary schools did not meet the area recognized for grant purposes. Secondary schools, on the other hand, generally equalled or exceeded the library areas recognized for provincial grants. However, if a comparison is made with the library areas approved for building grants in the revised regulations effective January 1, 1966,<sup>2</sup> which are more favorable than ever before, the median areas of secondary school libraries may or may not meet the areas presently approved for library space, depending upon the classification of the school.<sup>3</sup> In any case, many central libraries of 1964, more so in elementary-secondary schools than in secondary schools, were inferior in size to the areas recognized in 1966 for building grant purposes.

### III. LIBRARY QUARTERS AND EQUIPMENT

#### General Library Facilities or Quarters

All 314 elementary-secondary and secondary schools selected for the school survey--schools with six or more teachers--are all schools which, according to the standards of the American Library Association, should be provided with central libraries. Although 222 (90.6 percent) of the 245 responding schools could be considered to have centralized libraries of some form in operation, Appendix Table A-II shows that no

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<sup>2</sup>The section pertaining to school libraries in the Regulations Pursuant to The School Buildings Act (Alberta Regulation 627/65), effective January 1, 1966 has been copied from the Regulations and has been placed in Appendix B.

<sup>3</sup>The classification of schools specified in the Regulations are also listed in Appendix B.



more than 138 (56.3 percent) of the 245 responding schools, including sixty-four elementary-secondary schools (41.0 percent) and seventy-four secondary schools (83.1 percent), could be considered to have centralized libraries that approach what might be considered typical central libraries. A total of eighty-four schools, including seventy elementary-secondary schools and fourteen secondary schools operated central libraries with facilities which were less than satisfactory because of one or more of the following conditions:

1. Restriction in area to less than six hundred square feet,
2. Combination of the central library with a room used for some other purpose, for example, typing,
3. Centralization of only some books, usually leisure reading,
4. Operation of the library for only part of the school, usually the high school section,
5. Organization of the library in two or more units in the school.

Schools which located the library in combination with some other room most often reported the library was located in a typing room but libraries were also located in science rooms, staff rooms, storage rooms, and one school even used a stage-audio-visual area.

Four schools which reported no central library did in fact have adequate library quarters but had not centralized their libraries and were not using the facilities for library purposes. Two of these schools, located in the same system, indicated the libraries (each with an area of 1,000 square feet) were part of new school additions but would not be used until the school committee hired librarians. Another commented "the





library is now a classroom as happens in so many schools." A fourth reported the library not in use because it was not yet organized; this was being undertaken by a teacher with a full teaching load.

A comment from the respondent at one new school planned without a central library reflected yet another problem: "May we not start to educate our architects for the Department of Education?"<sup>4</sup> Another school reported the School Buildings Board refused permission for the library when the school was built but that the school board was working to build a library during the 1964 summer. Very likely in both cases mentioned above the library was not included in the school when it was first built, presumably prior to January, 1962, because the School Buildings Assistance Board,<sup>5</sup> bound by more restrictive regulations, would not recognize the library space for grant purposes and the local board was unwilling to finance the library construction from local taxation. However, with the change in provincial grant regulations in 1962, the board which expected to add a library in 1964 probably decided to do so because the library space would be recognized as an approved cost by the School Buildings

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<sup>4</sup> As the Department of Education has no architects, the respondent may have had in mind the School Buildings Board which approves or rejects the eligibility of library space for construction through provincial grants in accordance with provincial regulations. Apparently someone at the level of the local board or provincial government made a decision which resulted in the school being built without a library even though the school's enrolment (in excess of 300 in 1964) was probably sufficient to warrant a library being included in the school at the time the school was planned.

<sup>5</sup> The School Buildings Assistance Board was renamed the School Buildings Board when the School Building Act became effective in January, 1962.





Board. There is little doubt that extended recognition of library space for provincial grants is related directly to more widespread school library construction.

Unlike most school comment, one school reporting no central library explained that its teachers preferred individual classroom libraries.

Of the 222 schools with centralized libraries in some form, 132 or 59.5 percent of them reported that the central library was located in space intended for a library when the school or addition was built (Appendix Table A-VI). The planning or provision of space specifically for a central library was directly proportional to the enrolment size of the school and occurred more frequently in schools enrolling upwards of six hundred pupils than in schools enrolling fewer than this number of pupils or even in schools of all enrolments taken together. Considering that schools of large enrolments are likely to be new schools or to include new additions and further that regulations of the School Buildings Board recently extended recognition of library space for building grant purposes, the relationship between schools of large enrolment and schools planning space specifically for a library may simply reflect fairly recent school construction.

The original purpose of the space housing the central library in eighty-six schools in which the library was not located in quarters planned as a library (38.7 percent of all schools reporting central libraries) may be examined in Appendix Table A-VII. This table reveals that thirty-three libraries had been modified from classrooms, eleven from commercial rooms, five from gymnasiums or assembly halls, and five



from storage areas. Other libraries were originally audio-visual rooms, science laboratories, home economics rooms, staff rooms, principals' offices, and hallway or basement areas. In some cases the conversion may have provided more ample library quarters than ordinarily might have been provided by the local board or approved by the School Buildings Board. On the other hand, some conversions may have been responsible for some inadequacies such as restricted floor area or ceiling height, insufficient ventilation or lighting, or improperly located shelving.

#### Specific Facilities and Equipment in Central Libraries

Centralized libraries in secondary schools were considerably better equipped than were those in elementary-secondary schools but a majority of schools of both levels were severely lacking in some specific facilities or equipment commonly regarded as essential in the library. This situation may be observed in the lists below which record the frequency with which various facilities or equipment items were found in central libraries in elementary-secondary and secondary schools and which separate the items in each list into two groups by the underlining at the fifty percent level. Many facilities and equipment items are shown to be located in a minority of libraries. It is obvious that many libraries were handicapped in their operation through lack of specific equipment. Overlooking the desirability of libraries to include facilities to permit operation as instructional materials centers, many libraries still lacked basic facilities which would permit them to function as efficient service centers for books and periodicals. This was particularly true of libraries in elementary-secondary and secondary schools





| <u>Equipment in Elem.-sec. Schools</u> |       | <u>Equipment in Secondary Schools</u> |       |
|--|-------|---------------------------------------|-------|
| Charging desk (counter)                | 70.9% | Charging desk (counter)               | 84.0% |
| Card catalogue                         | 69.4  | Card catalogue                        | 81.4  |
| Reading area                           | 64.2  | Labelled shelf sections               | 80.7  |
| Labelled shelf sections                | 64.2  | Reading area                          | 79.5  |
| Bulletin board                         | 53.7  | Bulletin board                        | 78.4  |
| Magazine display rack                  | 51.5  | Magazine display rack                 | 73.9  |
| Shelf list                             | 46.3  | Shelf list                            | 63.6  |
| Pamphlet file                          | 33.6  | Typewriter                            | 55.7  |
| Typewriter                             | 32.1  | Workroom                              | 48.9  |
| Chalkboard                             | 29.9  | Pamphlet file                         | 45.5  |
| Filmstrip filing case                  | 24.6  | Book truck                            | 44.3  |
| Book truck                             | 20.1  | Office area                           | 39.8  |
| Map storage                            | 18.7  | Chalkboard                            | 29.5  |
| Workroom                               | 17.9  | Filmstrip filing case                 | 29.5  |
| Picture file                           | 14.9  | Picture file                          | 27.3  |
| Office area                            | 14.9  | Conference room                       | 22.7  |
| Conference room                        | 4.5   | Map storage                           | 21.6  |

enrolling fewer than six hundred students and may be observed in Table VII. Libraries in schools of enrolment size 600-899 were fairly adequately provided with equipment. In this category a majority of elementary-secondary school libraries lacked only pamphlet file, workroom, picture file, storage for maps, and conference room; and a majority of secondary school libraries were without chalkboard, filmstrip filing case, picture file, storage for maps, and conference room. Libraries in schools enrolling nine hundred and more pupils were best equipped and lacked primarily a conference room. In the enrolment categories 900-1,299 and 1,300 and above, libraries in elementary-secondary schools were as well equipped as those in secondary schools.

An evaluation of the library facilities by respondents to the school survey is summarized in Appendix Table A-VIII. This table shows that schools of enrolment sizes six hundred and above were generally satisfied with the library facilities which were available. The percentage



TABLE VII

NUMBER AND PERCENT OF CENTRAL LIBRARIES WHICH INCLUDE VARIOUS FACILITIES, BY ENROLMENT AND LEVEL OF SCHOOL

| Library Facilities<br>And Equipment | Number and Percent of Schools By Enrolment |             |             |             |              |              |               |                   |             |             |             |              |              |               |
|-------------------------------------|--|-------------|-------------|-------------|--------------|--------------|---------------|-------------------|-------------|-------------|-------------|--------------|--------------|---------------|
|                                     | Elementary-Secondary Schools               |             |             |             |              |              |               | Secondary Schools |             |             |             |              |              |               |
|                                     | Under<br>150                               | 150-<br>299 | 300-<br>599 | 600-<br>899 | 900-<br>1299 | 1300<br>& Up | All<br>Enrol. | Under<br>150      | 150-<br>299 | 300-<br>599 | 600-<br>899 | 900-<br>1299 | 1300<br>& Up | All<br>Enrol. |
| Charging desk<br>(counter)          | 2  | 25          | 58          | 8           | 1            | 1            | 95            | 2                 | 26          | 24          | 7           | 9            | 6            | 74            |
| Card                                | 66.7                                       | 52.1        | 80.6        | 88.9        | 100.0        | 100.0        | 70.9          | 66.7              | 83.9        | 82.8        | 77.8        | 90.0         | 100.0        | 84.0          |
| Catalogue                           | 3  | 28          | 54          | 6           | 1            | 1            | 93            | 2                 | 23          | 24          | 8           | 9            | 6            | 72            |
| Labelled shelf<br>sections          | 100.0                                      | 58.3        | 75.0        | 66.7        | 100.0        | 100.0        | 69.4          | 66.7              | 74.2        | 82.8        | 88.9        | 90.0         | 100.0        | 81.8          |
| Reading area                        | 1  | 28          | 48          | 7           | 1            | 1            | 86            | 1                 | 23          | 23          | 8           | 10           | 6            | 71            |
|                                     | 33.3                                       | 58.3        | 66.7        | 77.9        | 100.0        | 100.0        | 64.2          | 33.3              | 74.2        | 79.3        | 88.9        | 100.0        | 100.0        | 80.7          |
| Bulletin board                      | 1  | 29          | 48          | 6           | 1            | 1            | 86            |                   | 25          | 23          | 8           |              | 6            | 70            |
|                                     | 33.3                                       | 60.4        | 66.7        | 66.7        | 100.0        | 100.0        | 64.2          |                   | 80.6        | 79.3        | 88.9        | 80.0         | 100.0        | 79.5          |
| Magazine display<br>rack            | 2  | 19          | 43          | 7           | 1            |              | 72            | 1                 | 23          | 21          | 8           | 10           | 6            | 69            |
| Shelf list                          | 66.7                                       | 39.6        | 59.7        | 77.8        | 100.0        |              | 53.7          | 33.3              | 74.2        | 72.4        | 88.9        | 100.0        | 100.0        | 78.4          |
|                                     |  | 23          | 40          | 5           | 1            |              | 69            | 1                 | 19          | 22          | 7           | 10           | 6            | 65            |
| Typewriter                          |  | 47.9        | 55.6        | 55.6        | 100.0        |              | 51.5          | 33.3              | 61.3        | 75.9        | 77.8        | 100.0        | 100.0        | 73.9          |
|                                     | 2  | 18          | 34          | 6           | 1            | 1            | 62            |                   | 19          | 17          | 5           | 9            | 6            | 56            |
| Pamphlet file                       | 66.7                                       | 37.5        | 47.2        | 66.7        | 100.0        | 100.0        | 46.3          |                   | 61.3        | 58.6        | 55.6        | 90.0         | 100.0        | 63.6          |
|                                     | 1  | 12          | 21          | 7           | 1            | 1            | 43            | 1                 | 12          | 14          | 8           | 8            | 6            | 49            |
| Work room                           | 33.3                                       | 25.0        | 29.2        | 77.8        | 100.0        | 100.0        | 32.1          | 33.3              | 38.7        | 48.3        | 88.9        | 80.0         | 100.0        | 55.7          |
|                                     |  | 13          | 26          | 4           | 1            | 1            | 45            | 1                 | 8           | 11          | 5           | 9            | 6            | 40            |
| Book truck                          |  | 27.1        | 36.1        | 44.4        | 100.0        | 100.0        | 33.6          | 33.3              | 25.8        | 37.9        | 55.6        | 90.0         | 100.0        | 45.5          |
|                                     | 1  | 5           | 13          | 4           | 1            | 1            | 24            |                   | 12          | 14          | 5           | 7            | 5            | 43            |
| Chalkboard                          |  | 10.4        | 18.1        | 44.4        | 100.0        | 100.0        | 17.9          |                   | 38.7        | 48.3        | 55.6        | 70.0         | 83.3         | 48.9          |
|                                     | 33.3                                       | 16.7        | 15.3        | 55.6        | 100.0        | 100.0        | 20.1          | 1                 | 3           | 15          | 5           | 9            | 6            | 39            |
| Filmstrip filing<br>case            |  | 8           | 11          | 5           | 1            | 1            | 27            |                   | 9.7         | 51.7        | 55.6        | 90.0         | 100.0        | 44.3          |
| Office area                         |  | 11          | 22          | 5           | 1            | 1            | 40            | 33.3              | 7           | 6           | 3           | 5            | 5            | 26            |
|                                     |  | 22.9        | 30.6        | 55.6        | 100.0        | 100.0        | 29.9          |                   | 22.6        | 20.7        | 33.3        | 50.0         | 83.3         | 29.5          |
| Picture file                        |  | 7           | 19          | 5           | 1            | 1            | 33            |                   | 3           | 9           | 4           | 8            | 2            | 26            |
|                                     |  | 14.6        | 26.9        | 55.6        | 100.0        | 100.0        | 24.6          |                   | 9.7         | 31.0        | 44.4        | 80.0         | 33.3         | 29.5          |
| Storage for maps                    |  | 5           | 9           | 5           | 1            |              | 20            |                   | 9           | 8           | 7           | 6            | 5            | 35            |
|                                     |  | 10.4        | 12.5        | 55.6        | 100.0        |              | 14.9          |                   | 29.0        | 27.6        | 77.8        | 60.0         | 83.3         | 39.8          |
| Conference room                     |  | 3           | 13          | 2           | 1            | 1            | 20            |                   | 2           | 7           | 4           | 7            | 4            | 24            |
|                                     |  | 6.3         | 18.1        | 22.2        | 100.0        | 100.0        | 14.9          |                   | 6.5         | 24.1        | 55.5        | 70.0         | 66.7         | 27.3          |
|                                     |  | 5           | 18          | 1           | 1            |              | 25            |                   | 2           | 5           | 2           | 6            | 4            | 19            |
|                                     |  | 10.4        | 25.0        | 11.1        | 100.0        |              | 18.7          |                   | 6.5         | 17.2        | 22.2        | 60.0         | 66.7         | 21.6          |
|                                     |  | 4           | 4           | 1           |              | 1            | 6             |                   | 6           | 10          | 4           | 1            | 1            | 20            |
|                                     |  | 5.6         | 11.1        |             |              | 100.0        | 4.5           |                   | 19.4        | 34.5        | 44.4        | 10.0         | 16.7         | 22.7          |





of schools indicating facilities to be "very good" or "satisfactory" was,, for each enrolment size group, as follows:

|              | <u>Percent of Schools Indicating Satisfaction with Library Facilities</u> |
|--------------|---|
| Under 150    | 16.7  |
| 150 - 299    | 30.4  |
| 300 - 599    | 34.7  |
| 600 - 899    | 61.1  |
| 900 - 1,299  | 72.7  |
| 1,300 & over | 71.4  |

For schools of all enrolments taken together, only 37.9 percent were at least satisfied with the library facilities. Lack of satisfaction with facilities was expressed by a majority of respondents in schools with enrolments under six hundred.

#### IV. CRITERIA GOVERNING PROVISION AND SIZE OF FACILITIES

School systems were asked to report criteria used to determine when the school system would include or add a centralized library to a school building. Table VIII indicates that thirty-seven systems, representing 46.3 percent of all systems surveyed, failed to report any criterion. The most frequently stated criterion was that all schools or all new schools and additions to schools without central libraries should include library facilities. This was reported by twenty-one school systems or 26.3 percent of all systems responding to the questionnaire. However, no school system indicated clearly that it would provide central library facilities even if the School Buildings Board withheld approval of grants for





TABLE VIII

NUMBER OF SCHOOL SYSTEMS REPORTING CRITERIA USED BY SCHOOL BOARD TO DETERMINE WHEN SCHOOL SYSTEM WILL INCLUDE OR ADD A CENTRALIZED LIBRARY TO A SCHOOL BUILDING,  
BY SPECIFIC CRITERIA AND TYPE OF SCHOOL SYSTEM

| Criteria for Provision of Cent. Lib. <sup>a</sup> | Number and Percent of School Systems Reporting, by Type of School System |                 |                     |                   |                   |                    |
|---|--|-----------------|---------------------|-------------------|-------------------|--------------------|
|   | Divisions<br>No.   | Counties<br>No. | Public Dist.<br>No. | Cath. Sep.<br>No. | Prot. Sep.<br>No. | All Systems<br>No. |
| All schools (all new schools & additions)         | 6  | 9               | 4                   | 1                 | 1                 | 21                 |
| When permitted by School Bldg. Board              | 5  |                 | 1                   | 1                 |                   | 7                  |
| Advice of Superin.                                | 1  |                 | 2                   |                   |                   | 2                  |
| Staff demand                                      | 1  |                 | 1                   |                   |                   | 2                  |
| 6 classrooms                                      | 1  |                 |                     | 1                 |                   | 2                  |
| 8 classrooms                                      |  |                 | 1                   |                   |                   | 1                  |
| 10 classrooms                                     |  |                 |                     |                   | 1                 | 1                  |
| 12 classrooms                                     |  |                 |                     |                   |                   | 1                  |
| 16 classrooms                                     |  | 1               | 1                   |                   |                   | 1                  |
| 350 pupils  |  |                 |                     |                   |                   | 1                  |
| One teacher per grade                             |  | 1               |                     |                   |                   | 1                  |
| All schools with senior high school               | 1  |                 |                     |                   |                   | 1                  |
| Principal's recomm.                               | 1  |                 |                     |                   |                   | 1                  |
| Financial strength                                | 1  |                 |                     |                   |                   | 1                  |
| Not indicated                                     | 10   | 10              | 13                  | 4                 |                   | 37                 |
| Total reporting                                   | 26   | 22              | 23                  | 8                 | 1                 | 80                 |
|   |  |                 |                     |                   |                   | 46.3               |

<sup>a</sup>The criteria listed here were those reported in answer to an open-ended question in the "Survey of Unit School Systems."



library construction.

The opinion that all schools or all new schools and additions to schools without central libraries should have central libraries was expressed by 100.0 percent of Protestant separate systems, 40.9 percent of counties, 23.1 percent of divisions, 17.4 percent of public districts, and 12.5 percent of Catholic separate districts. This ranking by type of school system corresponds somewhat with the ranking given earlier for the percentage of schools with central libraries. Generally speaking then, the larger the percentage of schools with central libraries, the more likelihood there was that the policy of the school system was to include a central library in all new schools or new additions to schools lacking central libraries.

The second most frequently stated criterion was approval by the School Buildings Board, reported by seven systems or 8.8 percent of those responding to the questionnaire. Other responses ranged widely and included the following: advice of the superintendent; staff demand; six, eight, ten, twelve, and sixteen classrooms (reported by five different systems); 350 pupils; one teacher per grade; schools with senior high school; principal's recommendation; and financial strength. The responses show widespread lack of uniformity as to when a central library should be included in a school.

One of the survey questions pursued the matter of identifying criteria for providing a central library by asking school systems to specify the enrolment considered minimum for a central library to be included in a school. Answers to this question are tabulated in Appendix Table A-IX. Only thirty-six systems reported an enrolment figure. These





ranged from one hundred to five hundred with a median of two hundred. This median for the enrolments reported by all systems corresponds exactly with the median of enrolments reported by each of divisions, public districts, and Catholic separate districts. The median of enrolments specified by county systems was 175 and the one Protestant separate system indicated that enrolment was not a factor as all schools need a central library. It is significant that five systems in all refused to specify an enrolment figure on the grounds that enrolment was not a relevant factor. In the view of four systems every school needs a central library; one other system maintained that having senior high school was the determining criterion. All four systems which felt that every school needs a central library operated no school lacking a central library. An additional thirty-six systems, 45 percent of all systems submitting a questionnaire, offered no opinion as to what enrolment was considered minimum for a central library to be included in a school. Some systems specifically indicated they had no policy or that there was a lack of consensus among the board members.

Among the thirty-six school systems which did specify an enrolment considered minimum for a central library to be included in a school (as reported in Appendix Table A-IX), a total of twenty-three systems (63.9 percent) indicated they operated schools which did not have central libraries even though enrolments of these schools were in excess of the enrolment they considered minimum for a central library (Appendix Table A-X). These twenty-three school systems reported operating a total of fifty-six such schools including twenty-six elementary schools, twenty-eight elementary-secondary schools, and two secondary schools. Thus, at



least twenty-three school systems felt a need in 1964 for additional libraries in fifty-six schools. Calculated as percentages of the systems specifying a minimum enrolment, the twenty-three systems included 80 percent of counties, 66.7 percent of divisions, 50 percent of public districts, and 50 percent of Catholic separate districts.

Asked to indicate criteria used to determine what size the school library should be, forty systems or 50 percent of them, did not indicate any criterion. Table IX lists six different criteria specified by the other 50 percent of the school systems. The list is headed by the Foundation Program (Regulations of the School Buildings Board), reported by thirty-two systems or 40 percent of them, as the only criterion. The other responses tended to reflect the standards of the American Library Association. Four systems, including three public districts and one county, specified a minimum of 1,500 square feet; one division stated a minimum of 900 square feet; one other division reported a minimum of 750 square feet; one public district indicated it would be governed by the CLA-ALA standards; and one other public district stated it would seat ten percent of the school enrolment with a maximum seating of 100-125. Thus public districts seemed most prepared to adopt standards recommended by the American Library Association as the criterion determining library size, but, for all types of systems collectively, the decision of the School Buildings Board weighed most heavily as the governing criterion.

## V. SUMMARY

School systems participating in the survey indicated that in 1963-64 centralized libraries were provided in 28.8 percent of elementary



TABLE IX

NUMBER OF SCHOOL SYSTEMS REPORTING CRITERIA USED TO DETERMINE SIZE OF LIBRARY, BY  
SPECIFIC CRITERIA AND TYPE OF SCHOOL SYSTEM

| Criteria Used to Determine Size of Library     | Number and Percent of School Systems Reporting, by Type of School System |                 |                     |                   |                   |                    |
|--|--|-----------------|---------------------|-------------------|-------------------|--------------------|
|  | Divisions<br>No.   | Counties<br>No. | Public Dist.<br>No. | Cath. Sep.<br>No. | Prot. Sep.<br>No. | All Systems<br>No. |
| Foundation Program<br>(School Bldgs. Board)    | 12   | 10              | 7                   | 3                 |                   | 32                 |
| Minimum of two class-<br>rooms or 1500 sq. ft. |  | 1               | 3                   |                   |                   | 4                  |
| Minimum of 900 sq. ft.                         | 1  |                 |                     |                   |                   | 1                  |
| Minimum of one class-<br>room or 750 sq. ft.   | 1  |                 |                     |                   |                   | 1                  |
| CLA-ALA Standards                              |  |                 | 1                   |                   |                   | 1                  |
| Seat 10% of enrolment,<br>maximum of 100-125   |  |                 | 1                   |                   |                   | 1                  |
| Not indicated                                  | 12   | 11              | 11                  | 5                 | 1                 | 40                 |
| Total systems reporting                        | 26   | 22              | 23                  | 8                 | 1                 | 80                 |





schools, 61.0 percent of elementary-secondary schools, and 95.6 percent of secondary schools, or 51.1 percent of schools of all levels. However, the percentage of pupils enrolled in schools with centralized libraries was somewhat higher for schools of all levels, indicating that a large number of schools lacking central libraries had small enrolments.

The percentage of schools with centralized libraries was higher in small public districts than in schools of all other types of systems except Protestant separate districts but in the latter case only one Protestant system with three schools reported. Among small public districts 68.6 percent of schools had centralized libraries.

Catholic separate districts, both large and small, had considerably smaller percentages of schools with centralized libraries than did public districts of comparable size.

Large Catholic separate districts and large public districts had smaller percentages of schools with centralized libraries than did small Catholic separate districts and small public districts, respectively. The lower incidence of centralized libraries in large districts than in small districts was true more so in elementary schools than in schools of other levels.

Even though a slightly higher percentage of elementary schools in large public districts than in rural systems (divisions and counties taken together) had centralized libraries, the percentage of pupils in elementary schools with centralized libraries was considerably less in large public districts than in rural systems.

In the five-year period 1959-64 a considerably larger number of



new elementary schools (28.8 percent) were built without central libraries than were elementary-secondary schools (18.3 percent) or secondary schools (2.1 percent). Many relatively new schools were reported built without central libraries but the survey of 1964 revealed considerable library construction having recently taken place or just gotten under way. Library additions were reported made to 146 older schools in the same five-year period.

For schools of enrolment sizes 150-299, 300-599, and 600-899, median library areas of secondary schools were 1,200, 1,395, and 1,750 square feet respectively. These median areas greatly exceeded those in elementary-secondary schools which were 450, 600, and 1,120 square feet respectively. In the two largest size groups, 900-1,299 and 1,300 and above, median areas differed little between categories or between levels of school within each category, being 2,500 in each size category for secondary schools and 2,640 and 2,700 respectively for these two size categories in elementary-secondary schools.

Although the school survey extended only to elementary-secondary and secondary schools with six or more teachers--all schools which should include central libraries according to standards of the ALA--only 56.3 percent of the responding schools reported having typical central libraries, that is distinctly separate libraries of six hundred or more square feet serving the total school from one location where all books were centralized. However, more secondary schools (83.1 percent) than elementary-secondary schools (41.0 percent) reported having such libraries.

Of 222 schools with central libraries of some form in operation,





132 schools or 59.5 percent reported the central library was located in space originally planned for a central library. Conversely, almost forty percent of central libraries were housed in converted quarters.

Many libraries, particularly in schools enrolling fewer than six hundred students, lacked some basic facilities or equipment items which are essential if the library is to function as an efficient service center for books. Libraries in elementary-secondary and secondary schools of enrolment size 600-899 were fairly adequately equipped; those in schools enrolling nine hundred and more pupils were best equipped and lacked primarily a conference room. A minority of central libraries included, in order of descending frequency, the following equipment or facilities: pamphlet file, workroom, book truck, chalkboard, office area, filmstrip filing case, picture file, map storage, and conference room.

Satisfaction with library facilities was reported by only 37.9 percent of all elementary-secondary and secondary schools with central libraries. Sharpest criticism was made by respondents in schools with enrolments under six hundred; in schools of larger enrolments a majority of respondents identified the library facilities as "very good" or "satisfactory."

School systems varied greatly in their criteria to determine when to include a centralized library in a school. The criterion stated most frequently, reported by 26.3 percent of systems, was that all new schools and additions to schools lacking a central library should include libraries. The median of enrolments specified by thirty-six systems as minimum before including a central library in a school was two hundred pupils.



Most schools offering a criterion for determining the size of the library indicated they were governed by the regulations of the School Buildings Board. In other words, for the most part, school systems were prepared to undertake school library construction only to the extent that such construction would be supported by provincial building grants.



## CHAPTER IV

### RESOURCES IN ALBERTA SCHOOL LIBRARIES

This chapter reports the kinds and quantities of materials stocked in central libraries in Alberta schools in 1964. An examination is made of the extent to which all books were centralized, the mean number of volumes per pupil, the frequency with which certain basic references were included in central libraries, and the regard that librarians held for the quality of the book stock. As well, attention is given to the number of periodicals, both general and professional, available in central libraries and to the other kinds of resources located there.

#### I. BOOK CENTRALIZATION

Among the 222 participating elementary-secondary and secondary schools with central libraries, eleven schools reported their library books were only partially centralized. Nine schools housed no references in the central library, one had no leisure reading in the library, and one school located only some references in the library. The ten schools which did not provide any references or leisure reading in the central library are listed by enrolment and level of school in Appendix Table A-XI. This breakdown shows that the frequency of schools not centralizing all books was greater in schools of smaller enrolments, particularly under three hundred, than in schools of larger enrolments. The tendency not to centralize all books also occurred somewhat more frequently in





elementary-secondary schools than in secondary schools.

Although most schools which centralized only some books in the library housed leisure reading there, one school with a library of 1,800 square feet reported there was no fiction in the school library and that the school depended on the town library for all leisure reading. Many other schools likewise reported that community libraries met most fiction needs of the school, but in most cases where the school depended on the community library, the community library was located in the school.

The majority of schools with central libraries maintained classroom book collections as well, as may be seen in Appendix Table A-XII. In elementary-secondary schools reporting, 70.8 percent of the schools had one or more room collections; in secondary schools, 65.7 percent reported room collections. More elementary-secondary schools than secondary schools had room collections which were not regarded as part of the central library collection (64.6 percent as opposed to 54.7 percent).

In elementary-secondary schools there were considerably more schools with room collections in schools with enrolments of 150-299 (80.5 percent) than in schools with larger enrolments. In contrast, in secondary schools the number of schools with room collections bore little relationship to the size of the school. Even secondary schools with enrolments of nine hundred and more frequently had room collections.

## II. MEAN NUMBER OF VOLUMES PER PUPIL

The mean number of volumes per pupil found in centralized libraries in elementary-secondary and secondary schools in Alberta in 1964, as



reported in Table X, was 5.69.<sup>1</sup> The average number of volumes per pupil by type of school system was as follows:

|                     | <u>Average Number of Volumes Per Pupil</u> |
|---------------------|--|
| Counties            | 6.82                                       |
| Catholic Separate   | 6.40                                       |
| Protestant Separate | 6.06                                       |
| Divisions           | 5.42                                       |
| Public Districts    | 4.76                                       |

Counties and Catholic separate districts, with 6.82 volumes and 6.40 volumes respectively, led all school systems in the number of volumes per pupil in all schools surveyed.

When the mean number of volumes per pupil was considered separately for each level of school, elementary-secondary and secondary, it was found that elementary-secondary schools with 6.47 volumes per pupil ranked considerably ahead of secondary schools with 4.95 volumes per pupil. However, this situation is not unexpected when it is considered that the elementary-secondary schools tended to have considerably lower enrolments than did the secondary schools. Accordingly, provision of a basic initial collection would likely automatically mean a higher number of books per student in schools of lower enrolment. This situation is reflected in the ALA standards which recommend a basic collection of

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<sup>1</sup>In deriving the number of volumes per pupil, no data were tallied for (a) fifteen partially centralized libraries, including those in eleven schools which did not centralize all books and those in four other schools which served only part of the school, and (b) five libraries in schools with enrolments less than 150.





TABLE X

NUMBER OF VOLUMES AND AVERAGE NUMBER OF VOLUMES PER PUPIL IN SCHOOLS WITH CENTRALIZED  
LIBRARIES,<sup>a</sup> BY LEVEL OF SCHOOL AND TYPE OF SCHOOL SYSTEM

| Type of<br>School<br>System | Elementary-Secondary Schools                    |                      |   | Secondary Schools                               |                      |   | Elem.-Sec. & Sec. Combined                      |                      |   |
|-----------------------------|---|----------------------|---|---|----------------------|---|---|----------------------|---|
|                             | Enrolment<br>of Schools<br>Reporting<br>Volumes | Number of<br>Volumes | Average<br>No. of<br>Volumes<br>Per Pupil | Enrolment<br>of Schools<br>Reporting<br>Volumes | Number of<br>Volumes | Average<br>No. of<br>Volumes<br>Per Pupil | Enrolment<br>of Schools<br>Reporting<br>Volumes | Number of<br>Volumes | Average<br>No. of<br>Volumes<br>Per Pupil |
| Divisions                   | 11,472  | 66,592               | 5.80                                      | 7,132   | 34,291               | 4.81                                      | 18,604  | 100,883              | 5.42                                      |
| Counties                    | 20,028  | 137,085              | 6.84                                      | 2,694   | 17,772               | 6.60                                      | 22,722  | 154,857              | 6.82                                      |
| Public District             | 1,308   | 8,250                | 6.31                                      | 23,510  | 109,966              | 4.68                                      | 24,818  | 118,216              | 4.76                                      |
| Cath. Sep.                  | 1,147   | 8,014                | 6.99                                      | 2,413   | 14,780               | 6.13                                      | 3,560   | 22,794               | 6.40                                      |
| Prot. Sep.                  | 385   | 2,335                | 6.06                                      |   |                      |   | 385   | 2,335                | 6.06                                      |
| All systems                 | 34,340  | 222,276              | 6.47                                      | 35,749  | 176,809              | 4.95                                      | 70,089  | 399,085              | 5.69                                      |

<sup>a</sup> Deleted are fifteen partially centralized libraries (that is, libraries which do not centralize both reference books and leisure reading or which maintain books for only some of the grades in the school) and five other schools with enrolments less than 150.



six thousand to ten thousand books for a school with 200-999 pupils and a basic collection of ten thousand books for a school of one thousand pupils, thus giving an equivalent ranging from thirty to ten books per pupil.<sup>2</sup> By type of school system, the average number of volumes per pupil in schools of each level was as follows:

|                     | <u>Elementary-secondary</u> | <u>Secondary</u> |
|---------------------|-----------------------------|------------------|
| Counties            | 6.84                        | 6.60             |
| Catholic Separate   | 6.99                        | 6.13             |
| Protestant Separate | 6.06                        | -                |
| Divisions           | 5.80                        | 4.81             |
| Public Districts    | 6.31                        | 4.68             |

The largest differential between mean volumes per pupil in elementary-secondary and secondary schools occurred in public school districts which had 6.31 volumes in elementary-secondary school libraries but only 4.68 volumes in secondary school libraries. Again, as explained above, this difference may be expected because, of all school systems, public districts operated the highest proportion of secondary schools, a level of school tending to have larger enrolments than schools of other levels. In fact, when the data were analyzed further by enrolment size of the school as well as by type of school system and level of school (Appendix Table A-XIII), it was evident that, with few exceptions, the larger the enrolment size of the school, the smaller was the mean number of volumes per pupil. This tendency was more apparent in secondary schools than in

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<sup>2</sup>See Table XLVIII, p. 183.



elementary-secondary schools and was most marked in the case of secondary schools in public districts, for which data are reported below:

| <u>Enrolment<br/>size</u> | <u>Percent of pupils<br/>enrolled in sec.<br/>schools of public<br/>districts</u> | <u>Number of volumes<br/>per pupil in sec.<br/>schools of public<br/>districts</u> |
|---------------------------|---|--|
| 150 - 299                 | 3.1   | 7.91   |
| 300 - 599                 | 7.5   | 4.59   |
| 600 - 899                 | 11.7  | 4.56   |
| 900 - 1,299               | 38.0  | 4.95   |
| 1,300 and over            | 39.7  | 4.25   |

Beyond some point in the enrolment size of a school, the number of volumes per pupil should at least be maintained. According to the ALA standards this should be true of schools with enrolments of one thousand or higher. In the 1964 study, except for two county schools and one Catholic separate school, all schools enrolling nine hundred or more students were secondary schools in large public districts. Yet among these secondary schools in large public districts, it was not clearly evident that the number of books per pupil was maintained in the higher enrolment categories. As may be seen in the figures above, although schools enrolling 900-1,299 pupils had more books per pupil than did schools enrolling 300-599 or 600-899, schools enrolling 1,300 or more had considerably fewer books per pupil than did schools in the next three lowest enrolment categories.

In spite of the lower number of books per pupil in large public districts than in all other systems, in 1964 large public districts were spending more per pupil on books as well as all other library items, as





shown in Chapter V. Thus, it appeared that the inferior status in the number of volumes per pupil found in school libraries in large public districts was tending to be reduced.

### III. BASIC GENERAL REFERENCES

Table XI reports the number and percent of Alberta school libraries which contained each of several basic general reference books which one would expect to be found in all central libraries. Most libraries contained an up-to-date encyclopedia, that is, one no more than five years old; a recent edition of the Canada Yearbook; an up-to-date dictionary; and an up-to-date atlas. On the other hand, a minority of central libraries included a biographical dictionary, a world almanac, a copy of Readers' Guide, a gazetteer, and the Canadian Index. All of the general references mentioned in the two groupings above were found more frequently in libraries in secondary schools than in elementary-secondary schools. Except for encyclopedias and Canada Yearbooks, which were found with about the same frequency in elementary-secondary and secondary libraries, the frequency of basic references found in secondary libraries far exceeded their placement in elementary-secondary schools.

### IV. RATING OF QUALITY OF BOOK STOCK

The evaluation of the book selection, by library personnel in each of elementary-secondary and secondary schools, reported in Table XII, gave a considerably higher rating to fiction than to references. Whereas 64.2 percent of elementary-secondary schools and 73.9 percent of secondary



TABLE XI

NUMBER AND PERCENT OF ELEMENTARY-SECONDARY AND SECONDARY SCHOOL  
LIBRARIES WHICH CONTAIN BASIC GENERAL REFERENCES

| Basic General References                          | Elem.-secondary |         | Secondary |         | Both Levels |         |
|---|-----------------|---------|-----------|---------|-------------|---------|
|   | No.             | Percent | No.       | Percent | No.         | Percent |
| Up-to-date encyclopedia<br>(published since 1959) | 123             | 91.8    | 83        | 94.3    | 206         | 92.8    |
| Recent edition of<br><u>Canada Yearbook</u>       | 110             | 82.1    | 74        | 84.0    | 184         | 83.0    |
| Up-to-date dictionary<br>(large size)             | 93              | 69.4    | 76        | 86.4    | 169         | 76.1    |
| French dictionary                                 | 75              | 56.0    | 69        | 78.4    | 144         | 64.9    |
| Up-to-date atlas<br>(large size)                  | 70              | 52.2    | 72        | 81.8    | 142         | 64.0    |
| Biographical dictionary                           | 48              | 35.8    | 56        | 63.6    | 104         | 46.9    |
| World almanac                                     | 29              | 21.6    | 37        | 42.0    | 66          | 29.7    |
| <u>Readers' Guide</u>                             | 18              | 13.4    | 33        | 37.5    | 51          | 23.0    |
| Gazetteer   | 18              | 13.4    | 29        | 33.0    | 47          | 21.2    |
| <u>Canadian Index</u>                             | 11              | 8.2     | 21        | 23.9    | 32          | 14.4    |





TABLE XII

NUMBER AND PERCENT OF ELEMENTARY-SECONDARY AND SECONDARY SCHOOLS REPORTING HOW LIBRARIANS  
REGARD THE SELECTION OF BOOKS IN THEIR CENTRALIZED LIBRARIES

| Types of Books<br>Evaluated and<br>Level of School | Evaluation of Book Selection |      |                     |      |             |      |             |      |                         |     |                           |       |
|--|------------------------------|------|---------------------|------|-------------|------|-------------|------|-------------------------|-----|---------------------------|-------|
|  | Very Good<br>No.             | %    | Satisfactory<br>No. | %    | Fair<br>No. | %    | Poor<br>No. | %    | Not<br>Indicated<br>No. | %   | Total<br>Reporting<br>No. | %     |
| <u>Reference Books</u>                             |                              |      |                     |      |             |      |             |      |                         |     |                           |       |
| Elem.-secondary                                    | 6                            | 4.5  | 40                  | 29.9 | 68          | 50.7 | 17          | 12.7 | 3                       | 2.2 | 134                       | 100.0 |
| Secondary  | 16                           | 18.2 | 33                  | 37.5 | 30          | 34.1 | 8           | 9.1  | 1                       | 1.1 | 88                        | 100.0 |
| <u>Fiction</u>                                     |                              |      |                     |      |             |      |             |      |                         |     |                           |       |
| Elem.-secondary                                    | 22                           | 16.4 | 64                  | 47.8 | 39          | 29.1 | 7           | 5.2  | 2                       | 1.5 | 134                       | 100.0 |
| Secondary  | 21                           | 23.9 | 44                  | 50.0 | 20          | 22.7 | 2           | 2.3  | 1                       | 1.1 | 88                        | 100.0 |



schools identified the fiction selection as "very good" or "satisfactory," only 34.4 percent of elementary-secondary schools and 55.7 percent of secondary schools evaluated the library references as "very good" or "satisfactory." Thus, as far as personnel in charge of central school libraries were concerned, Alberta school libraries in 1964 were more deficient in having an adequate number of quality reference books than they were in having an ample stock of suitable leisure reading.

For each of "fiction" and "references," secondary schools placed a higher value on the quality of the book stock than did elementary-secondary schools. Although the mean number of books per pupil in elementary-secondary schools exceeded that in secondary schools, as shown earlier, elementary-secondary schools less frequently rated the quality of the book stock as highly as did secondary schools.

#### V. MEAN NUMBER OF PUPILS PER GENERAL PERIODICAL

The mean number of pupils per general periodical in schools with central libraries was 36.59 (Table XIII). Libraries contained one periodical for every 65.67 pupils in elementary-secondary schools but one periodical for every 25.16 pupils in secondary schools. Thus, pupils in elementary-secondary schools had access to little more than one-third as many periodicals as did students in secondary schools. This situation may be as expected as most periodicals in an elementary-secondary school would probably be used only by the secondary students, who would likely be a small percentage of the total pupils in the school. On the other hand, secondary students in an elementary-secondary school probably had



TABLE XIII

NUMBER OF GENERAL PERIODICALS AND AVERAGE NUMBER OF PUPILS PER GENERAL PERIODICAL IN SCHOOLS  
WITH CENTRALIZED LIBRARIES, BY LEVEL OF SCHOOL AND TYPE OF SCHOOL SYSTEM

| Type of School System | Elementary-Secondary Schools                  |                     | Secondary Schools                  |   | Elem.-Sec. & Sec. Schools |                                    |
|-----------------------|---|---------------------|------------------------------------|---|---------------------------|------------------------------------|
|                       | Enrollment of Schools Reporting Period'l Data | Number of Period'ls | Average No. of Pupils Per Period'l | Enrollment of Schools Reporting Period'l Data | Number of Period'ls       | Average No. of Pupils Per Period'l |
| Divisions             | 14,530  | 219                 | 66.35                              | 6,516   | 126                       | 51.71                              |
| Counties              | 18,847  | 297                 | 63.46                              | 3,200   | 172                       | 18.60                              |
| Public District       | 1,579   | 21                  | 75.19                              | 22,914  | 1,021                     | 22.44                              |
| Catholic Separate     | 1,362   | 16                  | 85.13                              | 2,438   | 85                        | 28.68                              |
| Prot. Separate        |   |                     |                                    | 360   | 4                         | 90.00                              |
| All Systems           | 36,318  | 553                 | 65.67                              | 35,428  | 1,408                     | 25.16                              |
|                       |   |                     |                                    | 71,746  | 1,961                     | 36.59                              |





access to fewer titles than did secondary students in a secondary school.

Public school districts led all types of school systems in the overall provision of periodicals, one to every 23.5 pupils, but counties led in secondary schools with 18.6 pupils per periodical and in elementary-secondary schools with 63.46 pupils per periodical.

From a list of twenty-four periodicals one might expect to find in school libraries (Appendix Table A-XIV), the only periodicals reported to be contained in the majority of elementary-secondary school libraries were World Affairs (82.1 percent) and National Geographic (53.7 percent). Those found in the majority of secondary school libraries were World Affairs (83.0 percent), National Geographic (64.8 percent), Time (64.8 percent), and MacLean's (60.2 percent). A daily newspaper was provided in only 18.7 percent of elementary-secondary school libraries and only 31.8 percent of secondary school libraries or 23.9 percent of all centralized school libraries reporting.

#### VI. MEAN NUMBER OF STAFF PER PROFESSIONAL PERIODICAL

The mean number of staff per professional periodical in schools with centralized libraries was 7.92 (Table XIV), differing little between elementary-secondary schools with one periodical for every 8.04 teachers and secondary schools with one periodical for every 7.84 staff.

Schools in Catholic separate districts led in the provision of professional periodicals to all schools with one periodical for every 3.19 staff members. Catholic separate schools also led in elementary-secondary schools with one periodical for every 3.83 staff members and in



TABLE XIV

NUMBER OF PROFESSIONAL PERIODICALS AND AVERAGE NUMBER OF STAFF PER PROFESSIONAL PERIODICAL  
IN SCHOOLS WITH CENTRALIZED LIBRARIES, BY LEVEL OF SCHOOL AND TYPE OF SCHOOL SYSTEM

|                 | Elementary-Secondary Sch. |                       |                                     | Secondary Schools |                       |                                     | Elem.-Sec. & Sec. Schools |                       |                                     |
|-----------------|---------------------------|-----------------------|-------------------------------------|-------------------|-----------------------|-------------------------------------|---------------------------|-----------------------|-------------------------------------|
|                 | No. of Staff              | No. of Prof. Period'l | Average No. of Staff/Prof. Period'l | No. of Staff      | No. of Prof. Period'l | Average No. of Staff/Prof. Period'l | No. of Staff              | No. of Prof. Period'l | Average No. of Staff/Prof. Period'l |
| Divisions       | 536                       | 73                    | 7.34                                | 1,287             | 77                    | 16.71                               | 1,823                     | 150                   | 12.15                               |
| Counties        | 848                       | 87                    | 9.75                                | 144               | 33                    | 4.36                                | 992                       | 120                   | 8.27                                |
| Public District | 74                        | 15                    | 4.93                                | 919               | 165                   | 5.57                                | 993                       | 180                   | 5.52                                |
| Catholic Sep.   | 46                        | 12                    | 3.83                                | 120               | 40                    | 3.00                                | 166                       | 52                    | 3.19                                |
| Prot. Sep.      |                           |                       |                                     |                   |                       |                                     |                           |                       |                                     |
| All systems     | 1,504                     | 187                   | 8.04                                | 2,470             | 315                   | 7.84                                | 3,974                     | 502                   | 7.92                                |





secondary schools with one professional periodical for every 3.00 teachers.

Professional periodicals were more plentiful in elementary-secondary schools than in secondary schools in divisions and public districts. In contrast, professional periodicals were found less frequently in elementary-secondary schools than in secondary schools in counties and Catholic separate districts.

## VII. RESOURCES OTHER THAN BOOKS

Table XV reveals that few central school libraries in Alberta housed materials besides books. Only 18.0 percent of school libraries reported they contained films, filmstrips, slides, or transparencies; only 11.7 percent reported pamphlets; only 11.2 percent reported periodicals. Other materials reported located in central libraries were as follows: guidance materials in 11.2 percent; maps, globes, and charts in 9.9 percent; phono records or tapes in 9.9 percent; audio-visual equipment in 8.6 percent; picture collections in 5.9 percent. Even in libraries located in schools of large enrolments, centralization of instructional materials other than books was not common. For example, although libraries in schools of enrolment size 900-1,299 most frequently housed those materials which would promote the use of the library as an instructional materials center, even in schools in this enrolment range only a minority of libraries reported they included the following materials: phono records, tapes, pamphlets, pictures, maps, globes, charts, and audio-visual equipment. Not one school in this enrolment category



TABLE XV

NUMBER AND PERCENT OF SCHOOLS WHICH HOUSE MATERIALS OTHER THAN BOOKS IN  
CENTRALIZED LIBRARIES, BY MATERIALS HOUSED AND ENROLMENT OF SCHOOL

| Materials Housed<br>in Library               | Number and Percent of Schools, by Enrolment,<br>Which House Material(s) |             |             |             |              |                | All<br>Enrol. |
|--|---|-------------|-------------|-------------|--------------|----------------|---------------|
|  | Under<br>150  | 150-<br>299 | 300-<br>599 | 600-<br>899 | 900-<br>1299 | 1300<br>& over |               |
| Films, filmstrips,<br>slides, transparencies |   | 7<br>8.9%   | 17<br>16.8% | 7<br>38.9%  | 8<br>72.7%   | 1<br>14.3%     | 40<br>18.0%   |
| Pamphlets                                    |   | 8<br>10.1%  | 11<br>10.9% | 3<br>16.7%  | 3<br>27.3%   | 1<br>14.3%     | 26<br>11.7%   |
| Periodicals                                  |   | 8<br>10.1%  | 13<br>12.9% | 2<br>11.1%  |              | 2<br>28.6%     | 25<br>11.2%   |
| Guidance materials                           | 1<br>16.7%  | 7<br>8.9%   | 10<br>9.9%  | 2<br>11.1%  | 5<br>45.5%   |                | 25<br>11.2%   |
| Maps, globes, charts                         |   | 7<br>8.9%   | 9<br>8.9%   | 2<br>11.1%  | 2<br>18.2%   | 2<br>28.6%     | 22<br>9.9%    |
| Phono records, tapes                         |   | 5<br>6.3%   | 7<br>6.9%   | 4<br>22.2%  | 4<br>36.4%   | 2<br>28.6%     | 22<br>9.9%    |
| Audio-visual equipment                       |   | 8<br>10.1%  | 5<br>5.0%   | 4<br>22.2%  | 2<br>18.2%   |                | 19<br>8.6%    |
| Pictures                                     |   | 1<br>1.3%   | 5<br>5.0%   | 2<br>11.1%  | 3<br>27.3%   | 2<br>28.6%     | 13<br>5.9%    |
| Duplicating equipment                        | 1<br>16.7%  | 2<br>2.5%   | 4<br>4.0%   | 1<br>5.6%   |              |                | 8<br>3.6%     |
| Students' union or<br>yearbook materials     |   | 2<br>2.5%   | 4<br>4.0%   |             |              |                | 6<br>2.7%     |
| School supplies                              |   | 1<br>1.3%   | 2<br>2.0%   |             |              |                | 3<br>1.4%     |
| Other  |   | 1<br>1.3%   | 3<br>3.0%   |             |              |                | 4<br>1.8%     |



reported locating periodicals in the library. However, 72.7 percent of libraries in schools of enrolment size 900-1,299 did report housing films, filmstrips, slides, or transparencies in the library.

Other materials which some schools located in the central library were the following: duplicating equipment, students' union or yearbook materials, and school supplies--all materials whose location in the library could be questioned if the library is to function as authorities say it should.

#### VIII. SUMMARY

Schools which did not centralize all books in the library were more often elementary-secondary schools than secondary schools and usually enrolled fewer than three hundred students. When only some books were centralized, it was more common for leisure reading than references to be placed in the central library.

The majority of both elementary-secondary and secondary schools with centralized libraries also maintained classroom collections which were not regarded as part of the central library collection. Classroom collections were less frequently regarded as part of the central collection in elementary-secondary schools than in secondary schools. Room collections were found most often in elementary-secondary schools enrolling fewer than three hundred pupils.

The mean number of volumes per pupil in elementary-secondary and secondary schools with centralized libraries was 5.69 but varied from 6.47 in elementary-secondary schools to 4.95 in secondary schools.





School libraries in counties and Catholic separate systems reported the largest number of books per pupil. Secondary schools in public districts had only 4.68 books per pupil but reported even fewer books than this, 4.25 per pupil, in schools with enrolments of 1,300 and higher, an enrolment size applying to 40 percent of the secondary schools in public districts.

Libraries in secondary schools contained more basic references than did libraries in elementary-secondary schools but a minority of central libraries in schools of each level included the following aids: biographical dictionary, world almanac, Readers' Guide, gazetteer, Canadian Index.

Respondents in each of elementary-secondary and secondary schools evaluated the quality of the fiction considerably higher than the quality of the references. Only 34.4 percent of elementary-secondary schools and 55.7 percent of secondary schools rated the references as "very good" or satisfactory."

Although there were fewer books per pupil in libraries in secondary schools than in elementary-secondary schools, the existing selection of both fiction and references was regarded more highly in secondary schools.

One general periodical was available for every 36.59 pupils in libraries in elementary-secondary and secondary schools. However, considerably more periodicals per pupil were placed in secondary schools (one to 25.16 pupils) than in elementary-secondary schools (one to 65.67 pupils). Periodicals were more plentiful, on a per pupil basis, in public districts and counties than in other types of school systems. A daily newspaper was available in only 23.9 percent of centralized libraries in elementary-



secondary and secondary schools.

The mean number of staff per professional periodical was 7.92 in elementary-secondary and secondary schools, and differed little between schools of these two levels. By type of school system, professional periodicals were most readily available in Catholic separate districts, which provided one professional periodical for every 3.19 staff members.

Very few central libraries housed many materials other than books. Schools with enrolments ranging 900-1,299 most frequently located in the library various materials which would permit the library to function as an instructional material center, but even in schools of this enrolment category, a minority of libraries contained each of the following materials: records, tapes, pamphlets, pictures, maps, globes, charts, and audio-visual equipment.





## CHAPTER V

### EXPENDITURES ON SCHOOL LIBRARIES IN ALBERTA

The actual library expenditures which prevailed in the spring of 1964 are examined in this chapter. However, several school systems reported that allotments for books and other library resources were under revision and that new scales would soon be in effect. Significant increases in library expenditures were anticipated in these systems.

#### I. ESTABLISHMENT GRANTS

Forty percent of all school systems reported an establishment grant was available to schools for library purposes when new, additional classrooms were opened (Table XVI). By type of school system, the percentage of systems reporting that such establishment grants were available included 56.5 percent of public districts, 37.5 percent of Catholic separate districts, 36.4 percent of counties, and 30.8 percent of divisions. Grants ranged from thirty dollars to five hundred dollars per room with the mean establishment grant being \$118.71 for all school systems reporting that establishment grants were available for new, additional classrooms.

Fewer school systems (28.8 percent) reported an establishment grant available for school libraries when new schools were built than when new, additional classrooms were opened. By type of school system, the percentage of systems reporting establishment grants available when



TABLE XVI

NUMBER AND PERCENT OF SCHOOL SYSTEMS WHICH PROVIDE ESTABLISHMENT GRANTS FOR SCHOOL LIBRARIES AND EXTENT OF GRANTS PER ROOM, BY TYPE OF SCHOOL SYSTEM

| Type of School System | Grants Per Room <sup>a</sup> When New Addition-<br>al Rooms Are Opened |      |          |          |          | Grants Per Room <sup>a</sup> When a New School<br>is Built |      |            |          |          |
|-----------------------|--|------|----------|----------|----------|--|------|------------|----------|----------|
|                       | School<br>Systems<br>Reporting<br>Grants<br>No.                        | %    | Range    | Median   | Mean     | School<br>Systems<br>Reporting<br>Grants<br>No.            | %    | Range      | Median   | Mean     |
| Divisions             | 8  | 30.8 | \$50-500 | \$100.00 | \$135.94 | 3  | 11.5 | \$75-1,000 | \$100.00 | \$391.67 |
| Counties              | 8  | 36.4 | 50-200   | 70.63    | 97.03    | 4  | 18.2 | 50- 200    | 97.81    | 70.63    |
| Public Dist.          | 13   | 56.5 | 30-300   | 100.00   | 124.62   | 12   | 52.2 | 30- 480    | 150.00   | 176.08   |
| Cath. Sep. Dist.      | 3  | 37.5 | 75-150   | 90.00    | 105.00   | 4  | 50.0 | 75- 166.67 | 97.00    | 108.92   |
| All systems           | 32   | 40.0 | \$30-500 | \$95.00  | \$118.71 | 23   | 28.8 | \$30-1,000 | \$100.00 | \$175.87 |

<sup>a</sup>Wherever grants were reported on a per pupil basis, conversion to a per room basis was established by considering 25 pupils equivalent to one room; wherever grants were on a graduated scale, the average per pupil allowance per grade was established and then the conversion was made. One large public system provided grants which included a lump sum per school according to school level. In the case of this system, the lump sum portion of the grant was divided by 20, the approximate average number of rooms per school for the system, to effect a conversion from the per school basis to a per room basis. The average of the allowances for the three school levels was then included in the table data.



new schools were built included 52.2 percent of public districts, 50.0 percent of Catholic separate districts, 18.2 percent of counties, and 11.5 percent of divisions. Those school systems having establishment grants for new, additional rooms but not for new schools were primarily divisions and counties. This situation may simply reflect that fewer new schools would be required in divisions and counties than in strictly urban systems. Library grants per room when a new school was built ranged from thirty dollars to one thousand dollars and averaged \$175.87 for all school systems reporting establishment grants for new schools.

In school systems where library establishment grants were available, establishment grants for both new, additional rooms and for new schools were highest in divisions and public districts and were considerably lower in Catholic separate districts and counties. The mean establishment grant per room for new, additional rooms was \$135.94 in divisions, \$124.62 in public districts, \$105.00 in Catholic separate districts, and \$97.03 in counties. The mean establishment grant per room for new schools was \$391.67 in divisions, \$176.08 in public districts, \$108.92 in Catholic separate districts, and \$70.63 in counties.

## II. TOTAL LIBRARY EXPENDITURE PER PUPIL

Total school library expenditures, reported in Table XVI, ranged from a high of \$4.17 per pupil in counties to a low of \$3.04 per pupil in small public districts. In other types of school systems, the expenditure per pupil was \$4.14 in large Catholic separate districts, \$4.07 in divisions, \$4.00 in Protestant separate districts, \$3.96 in large public





districts, and \$3.14 in small Catholic separate districts. The mean library expenditure in all school systems was \$3.98 per pupil.

### III. PERCENT OF SCHOOL BUDGET EXPENDED FOR LIBRARY ITEMS

The percentage of the school budget expended for library materials (Table XVII) ranged from a high of 0.97 percent in large Catholic separate districts to a low of 0.68 percent in small public districts. In other types of school systems, the percentage of the school budget expended for library materials was 0.94 in counties, 0.93 in large public districts, 0.86 in divisions, and 0.78 in each of Protestant separate districts and small Catholic separate districts. The mean percentage of the school budget expended for library materials in all school systems was 0.91.

### IV. MEAN EXPENDITURE PER PUPIL FOR BOOKS, PERIODICALS, AND FILMSTRIPS

Table XVIII provides the range, median, and mean of library allotments per pupil for each of the following library resources: books, books and periodicals (combined in one allotment), books and filmstrips (combined allotment), periodicals, filmstrips, and all items (combined allotment).

The mean expenditure per pupil for books in 1963-64 was \$2.48 in all school systems. The range of actual expenditures per pupil for books extended from a high of \$4.50 in one division to a low of \$0.40 in one small public district. The mean expenditure per pupil by type of school system was \$4.00 on Protestant separate districts, \$2.89 in Catholic



TABLE XVII

TOTAL ENROLMENT, TOTAL CURRENT ANNUAL SCHOOL BUDGET, TOTAL SCHOOL LIBRARY EXPENDITURE, PER PUPIL PAYMENTS FOR TOTAL LIBRARY EXPENDITURE, AND PERCENT OF SCHOOL BUDGET EXPENDED FOR LIBRARY MATERIALS, BY TYPE OF SCHOOL SYSTEM

| Type & Number of School Systems Reporting | Total Enrolment | Total Current Annual School Budget | Total School Library Expenditure | Per Student Payments For Library Mat. | Per Cent of School Budget Expended For Library Materials |
|---|-----------------|------------------------------------|----------------------------------|---------------------------------------|--|
| Divisions (24)                            | 51,942          | \$ 24,485,650                      | \$ 211,470                       | \$ 4.07                               | 0.86   |
| Counties (19)                             | 47,413          | 20,966,496                         | 197,745                          | 4.17                                  | 0.94   |
| Large Districts: <sup>a</sup>             |                 |                                    |                                  |                                       |  |
| Public (8)                                | 134,008         | 57,038,965                         | 530,503                          | 3.96                                  | 0.93   |
| Cath. Sep. (2)                            | 14,191          | 6,069,643                          | 58,757                           | 4.14                                  | 0.97   |
| Small Districts: <sup>b</sup>             |                 |                                    |                                  |                                       |  |
| Public (12)                               | 10,245          | 4,597,218                          | 31,094                           | 3.04                                  | 0.68   |
| Cath. Sep. (6)                            | 5,061           | 2,032,542                          | 15,900                           | 3.14                                  | 0.78   |
| Prot. Sep. (1)                            | 1,162           | 596,181                            | 4,648                            | 4.00                                  | 0.78   |
| All Systems (72)                          | 264,022         | \$115,786,695                      | \$1,050,117                      | \$ 3.98                               | 0.91   |

<sup>a</sup> School districts with enrolments of 2,000 or higher have been classified as large districts.

<sup>b</sup> School districts with enrolments of less than 2,000 have been classified as small districts.





TABLE XVIII

## EXTENT OF ALLOTMENTS PER PUPIL FOR BOOKS AND OTHER LIBRARY ITEMS, BY TYPE OF SCHOOL SYSTEM

| Type of School System                | Type of Calculation | Amount of Allotment, by Library Item(s), for Systems Reporting on this Basis |             |             |             |             |                 |                 |
|--------------------------------------|---------------------|--|-------------|-------------|-------------|-------------|-----------------|-----------------|
|                                      |                     | Books  | Periodicals | Filmstrips  | Periodicals | Filmstrips  | Cover All Items | Single Grant to |
| Divisions                            | No. reporting       | 12   | 4           | 1           | 8           | 11          | 6               |                 |
|                                      | Range               | \$1.00-4.50  | \$2.25-3.25 | \$3.00      | \$0.02-0.40 | \$0.20-0.80 | \$1.60-10.00    |                 |
|                                      | Median              | 2.75   | 2.57        | 3.00        | .09         | .50         | 3.00            |                 |
|                                      | Mean                | \$2.77   | \$2.66      | \$3.00      | \$0.13      | \$0.47      | \$4.45          |                 |
| Counties                             | No. reporting       | 14   | 3           | 3           | 8           | 14          | 1               |                 |
|                                      | Range               | \$0.80-4.00  | \$2.50-3.00 | \$2.00-4.00 | \$0.05-0.40 | \$0.05-0.75 | \$1.00          |                 |
|                                      | Median              | 2.25   | 3.00        | 3.00        | 0.16        | 0.36        | 1.00            |                 |
|                                      | Mean                | \$2.17   | \$2.83      | \$3.00      | \$0.18      | \$0.37      | \$1.00          |                 |
| Large Public Districts: <sup>a</sup> | No. reporting       | 2  | 5           | 0           | 0           | 5           | 1               |                 |
|                                      | Range               | \$2.00-3.50  | \$2.00-3.00 |             |             | \$0.06-0.40 | \$5.00          |                 |
|                                      | Median              | 2.25   | 2.50        |             |             | 0.32        | 5.00            |                 |
|                                      | Mean                | \$2.25   | \$2.58      |             |             | \$0.26      | \$5.00          |                 |
| Small Public Districts: <sup>b</sup> | No. reporting       | 8  | 1           | 0           | 3           | 3           | 5               |                 |
|                                      | Range               | \$0.40-3.00  | \$1.50      |             | \$0.10-0.75 | \$0.40-0.49 | \$2.50-3.50     |                 |
|                                      | Median              | 2.44   | 1.50        |             | 0.30        | 0.45        | 2.83            |                 |
|                                      | Mean                | \$2.12   | \$1.50      |             | \$0.38      | \$0.45      | \$2.87          |                 |
| Cath. Sep.                           | No. reporting       | 4  | 2           | 0           | 1           | 1           | 0               |                 |
|                                      | Range               | \$2.67-3.00  | \$4.00-4.20 |             | \$0.12      | \$0.28      |                 |                 |
|                                      | Median              | 2.94   | 4.10        |             | 0.12        | 0.28        |                 |                 |
|                                      | Mean                | \$2.89   | \$4.10      |             | \$0.12      | \$0.28      |                 |                 |
| Prot. Sep.                           | No. reporting       | 1  | 0           | 0           | 0           | 0           | 0               |                 |
|                                      | Range               | \$4.00   |             |             |             |             |                 |                 |
|                                      | Median              | 4.00   |             |             |             |             |                 |                 |
|                                      | Mean                | \$4.00   |             |             |             |             |                 |                 |
| All Systems:                         | No. Reporting       | 41   | 15          | 4           | 20          | 34          | 13              |                 |
|                                      | Range               | \$0.40-4.50  | \$1.50-4.20 | \$2.00-4.00 | \$0.02-0.75 | \$0.05-0.80 | \$1.00-10.00    |                 |
|                                      | Median              | 2.50   | 2.75        | 3.00        | 0.12        | 0.40        | 3.00            |                 |
|                                      | Mean                | \$2.48   | \$2.78      | \$3.00      | \$0.19      | \$0.38      | \$3.61          |                 |

<sup>a</sup>School districts with enrolments of 2,000 or higher have been classified as large districts.<sup>b</sup>School districts with enrolments of less than 2,000 have been classified as small districts.



separate districts, \$2.77 in divisions, \$2.25 in large public districts, \$2.17 in counties, and \$2.12 in small public districts.

The mean expenditure per pupil for periodicals in 1963-64 was \$0.19. The actual expenditure per pupil ranged from a high of \$0.75 in one small public district to a low of \$0.02 in one division. The mean expenditure per pupil by type of school system was \$0.38 in small public districts, \$0.18 in counties, \$0.13 in divisions, and \$0.12 in Catholic separate districts. No large public district or Protestant district reported an allotment for periodicals alone.

In school systems reporting a single grant to cover both books and periodicals, the mean expenditure per pupil was \$2.78. The actual expenditure per pupil ranged from a high of \$4.20 in a Catholic separate district to a low of \$1.50 in a small public district. The mean expenditure per pupil by type of school system was \$4.10 in Catholic separate districts, \$2.83 in counties, \$2.66 in divisions, \$2.58 in large public districts, and \$1.50 in small public districts. No Protestant separate system reported a combined allotment for books and periodicals.

The mean expenditure per pupil for filmstrips was \$0.38. The actual expenditure per pupil ranged from a high of \$0.80 in one division to a low of \$0.05 in one county. The mean expenditure per pupil by type of school system was \$0.47 in divisions, \$0.45 in small public districts, \$0.37 in counties, \$0.28 in Catholic separate districts, and \$0.26 in large public districts. No Protestant separate district reported an allotment for filmstrips alone.

In school systems reporting a single allotment to cover both books





and filmstrips, the mean expenditure per pupil was \$3.00. The actual expenditure per pupil ranged from a high of \$4.00 in one county to \$2.00 in another county. The mean expenditure per pupil in each of divisions and counties was \$3.00. No school system of another type reported a combined allotment for books and filmstrips.

In school systems providing a single allotment to cover all library resources, the mean expenditure per pupil was \$3.61. The actual expenditure per pupil ranged from a high of \$10.00 in one division to a low of \$1.00 in one county. The mean expenditure per pupil by type of school system was \$5.00 in large public districts, \$4.45 in divisions, \$2.87 in small public districts, and \$1.00 in counties. No Catholic separate or Protestant separate system reported a combined allotment for all library items.

#### V. SOURCES OF FUNDS FOR SCHOOL LIBRARIES

Annual school board allotments for school library expenditure were reported available to 96.0 percent of all schools with centralized libraries (Table XIX). Apparently nine schools in four enrolment size groups between 150 and 1,299 could not count on receiving regular allotments from the school board.

Many libraries in schools of all sizes were supported to some extent by funds other than regular allotments from school boards. Supplementary funds were reported derived from each of the following sources, listed in order of frequency of use: student library fee; grants from the Department of the Provincial Secretary (in these cases the





TABLE XIX

NUMBER AND PERCENT OF SCHOOLS REPORTING SOURCES OF FUNDS FOR  
THEIR CENTRALIZED LIBRARIES, BY ENROLMENT OF SCHOOL

| Source of Funds<br>for Library   | Number and Percent of Schools, By Enrol-<br>ment, Reporting Source of Funds Available |             |             |             |              |                |               |
|--|---|-------------|-------------|-------------|--------------|----------------|---------------|
|  | Under<br>150  | 150-<br>299 | 300-<br>599 | 600-<br>899 | 900-<br>1299 | 1300<br>& over | All<br>Enrol. |
| Annual allotment of<br>school board  | 6<br>100.0%   | 76<br>96.2% | 97<br>96.0% | 17<br>94.4% | 10<br>90.9%  | 7<br>100.0%    | 213<br>96.0%  |
| Student library fee  |   | 10<br>12.7% | 16<br>15.8% | 5<br>27.8%  | 5<br>45.5%   | 1<br>14.3%     | 36<br>16.2%   |
| Grants from Department<br>of Prov. Sec. <sup>a</sup>                                   | 1<br>16.7%  | 12<br>15.2% | 19<br>18.8% | 2<br>11.1%  | 1<br>9.1%    | 1<br>14.3%     | 34<br>15.3%   |
| Special grants<br>from boards <sup>b</sup>   | 2<br>33.3%  | 9<br>11.4%  | 13<br>12.9% | 3<br>16.7%  | 4<br>36.4%   | 3<br>42.9%     | 33<br>14.9%   |
| Monies raised by school<br>(including students'<br>union, student clubs,<br>and staff) | 2<br>33.3%  | 11<br>13.9% | 12<br>11.9% | 3<br>16.7%  |              | 2<br>28.6%     | 29<br>13.1%   |
| Library fines  |   | 4<br>5.1%   | 6<br>5.9%   | 1<br>5.6%   | 3<br>27.3%   | 2<br>28.6%     | 16<br>7.2%    |
| Home and School<br>(P.T.A.)  | 1<br>16.7%  | 7<br>8.9%   | 6<br>5.9%   | 1<br>5.6%   |              |                | 15<br>6.8%    |
| Community<br>organizations   |   | 4<br>5.1%   | 4<br>4.0%   |             |              |                | 8<br>3.6%     |
| Other sources  |   | 5<br>6.3%   | 5<br>5.0%   |             |              |                | 10<br>4.5%    |

<sup>a</sup>The school library is combined with a public library or included in a regional library which also serves the public.

<sup>b</sup>Includes federal grants to vocational schools.



school library was combined with a public library); special grants from boards, including federal funds for vocational schools; library fines; home and school association or P.T.A.; community organizations; and other sources.

## VI. SUMMARY

Establishment grants for school libraries when new, additional classrooms are added and when new schools are built are provided by slightly more than one-half of public school districts and by a minority of all other types of school systems. For all school systems with establishment grants, the mean establishment grant for additional classrooms was \$118.71 per room and for new schools was \$175.87 per room.

Total school library expenditure in all systems was \$3.98 per pupil in 1963-64, representing 0.91 percent of the total school budget.

The mean expenditure per pupil for various library items, listed according to the library resources for which allotments were made in various systems, were \$2.48 for books, \$0.19 for periodicals, \$2.78 for books and periodicals (combined allotment), \$0.38 for filmstrips, \$3.00 for books and filmstrips (combined allotment), and \$3.61 for a single allotment to cover all library resources.

In many schools with centralized libraries, annual school board allotments for library expenditure are supplemented by funds from other sources, among them student library fees, grants from the Department of the Provincial Secretary (for school libraries which also served as public libraries), special grants such as federal grants to vocational schools, and school raised monies.





## CHAPTER VI

### PERSONNEL IN ALBERTA SCHOOL LIBRARIES

This chapter examines several matters pertaining to library personnel serving full-time and part-time in central libraries in elementary-secondary and secondary schools in Alberta in 1964. In particular, consideration is given to the number of librarians, their qualifications, and duties. Also considered are the extent to which students assist with library work and the criteria of school boards in determining when to hire library staff.

#### I. PROVISION OF SCHOOL LIBRARIANS

Table XX reveals that among the 222 elementary-secondary and secondary schools with centralized libraries for which data was compiled, 19.5 percent were served by a minimum of one full-time librarian, 23.5 percent by one or more part-time librarians only, and 40.5 percent lacked even a part-time librarian.<sup>1</sup> Although another 16.7 percent did not indicate sufficient data to permit positive classification by library staff, in a majority of these schools various other responses to the school questionnaire suggested that less than a quarter-time librarian was available. Thus, about one-half of all centralized libraries in elementary-secondary

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<sup>1</sup>A librarian was not considered part-time unless at least one-quarter time was spent in library duties.



TABLE XX

## NUMBER AND PERCENT OF SCHOOLS REPORTING LIBRARY STAFF, BY LEVEL OF SCHOOL AND ENROLMENT

| Number of Persons<br>on Regular Library<br>Staff     | Number and Percent of Schools, by Level of School and Enrolment, Reporting |             |             |             |              |                       |              |             |             |             |              |              |               |
|--|--|-------------|-------------|-------------|--------------|-----------------------|--------------|-------------|-------------|-------------|--------------|--------------|---------------|
|  | Combined Elementary-Secondary School                                       |             |             |             |              | Secondary School Only |              |             |             |             |              |              |               |
|  | Under<br>150   | 150-<br>299 | 300-<br>599 | 600-<br>899 | 900-<br>1299 | 1300<br>& Up          | Under<br>150 | 150-<br>299 | 300-<br>599 | 600-<br>899 | 900-<br>1299 | 1300<br>& Up | All<br>Enrol. |
| Not indicated <sup>a</sup>                           | 10   | 12          | 2           |             |              | 24                    | 7            | 4           | 1           | 1           |              | 13           | 37            |
| No full-time or<br>part-time lib. <sup>b</sup>       | 20.8%  | 16.7%       | 22.2%       |             |              | 17.9%                 | 22.6%        | 13.8%       | 11.1%       | 10.1%       |              | 14.8%        | 16.7%         |
| One part-time<br>librarian                           | 3  | 34          | 36          |             |              | 73                    | 3            | 9           | 5           |             |              | 17           | 90            |
| Two or more part-<br>time librarians                 | 100.0%   | 70.8%       | 50.0%       |             |              | 54.5%                 | 100.0%       | 29.0%       | 17.2%       |             |              | 19.3%        | 40.5%         |
| One full-time<br>librarian                           | 4  | 16          | 3           |             |              | 23                    | 10           | 7           | 1           |             |              | 18           | 41            |
| One full-time &<br>one part-time lib.                | 8.3%   | 22.2%       | 33.3%       |             |              | 17.2%                 | 32.3%        | 24.1%       | 11.1%       |             |              | 20.5%        | 18.5%         |
| One full-time &<br>2 or more part-time<br>librarians | 2  | 2           | 1           |             |              | 3                     | 2            | 5           | 1           |             |              | 8            | 11            |
|  | 2.8%   | 11.1%       |             |             |              | 2.2%                  | 6.5%         | 17.2%       | 11.1%       |             |              | 9.1%         | 5.0%          |
|  | 6  | 3           | 1           |             |              | 11                    | 3            | 4           | 4           | 4           |              | 15           | 26            |
|  | 8.3%   | 33.3%       | 100.0%      |             |              | 8.2%                  | 9.7%         | 13.8%       | 44.4%       | 40.0%       |              | 17.0%        | 11.7%         |
|  |  |             |             |             |              |                       | 3            | 1           | 3           | 2           |              | 9            | 9             |
|  |  |             |             |             |              |                       | 10.3%        | 11.1%       | 30.0%       | 33.3%       |              | 10.2%        | 4.1%          |
|  |  |             |             |             |              |                       | 1            |             |             |             |              | 1            | 1             |
|  |  |             |             |             |              |                       | 3.4%         |             |             |             |              | 1.1%         | 0.5%          |
|  |  |             |             |             |              |                       |              |             | 1           | 2           | 4            | 7            | 7             |
|  |  |             |             |             |              |                       |              |             | 11.1%       | 20.0%       | 66.7%        | 8.0%         | 3.2%          |
| Total reporting                                      | 3  | 48          | 72          | 9           | 1            | 134                   | 3            | 31          | 29          | 9           | 10           | 6            | 222           |

<sup>a</sup>Includes mostly schools which indicated they had one or more part-time librarians but did not identify the portion of time spent in library work. However responses to other questions in the questionnaire suggested in the majority of these schools that the librarian devoted less than one-quarter time to library duties.

<sup>b</sup>In most of these schools one teacher was responsible for the library but performed library duties outside regular school hours. In this study a librarian was not considered part-time unless at least one-quarter time was spent in library duties.





and secondary schools lacked the services of at least a quarter-time librarian in 1964.

Of the 19.5 percent of elementary-secondary and secondary schools with a minimum of one full-time librarian, far more secondary schools (36.3 percent) were served by full-time librarians than were elementary-secondary schools (8.2 percent). No elementary-secondary school, regardless of size, reported having a library staff of more than one full-time librarian. One full-time librarian was available in a majority of elementary-secondary schools with enrolments beyond nine hundred. In contrast, a staff of at least one full-time librarian was available in a majority of secondary schools with enrolments beyond six hundred. Ten secondary schools with enrolments beyond three hundred reported having one or two part-time librarians as well as a full-time librarian. A staff of two full-time librarians was available in seven secondary schools with enrolments beyond six hundred and in a majority of secondary schools with enrolments in excess of 1,300.

Just as full-time librarians occurred less frequently in elementary-secondary schools than in secondary schools, those schools which were served by part-time librarians only (23.5 percent of schools at both levels) included fewer elementary-secondary schools (19.4 percent) than secondary schools (29.6 percent).

When schools with full-time or part-time librarians are considered together, whereas 27.6 percent of elementary-secondary schools with centralized libraries were served by full-time or part-time librarians working at least one-quarter time, the same situation prevailed in 65.9 percent of





secondary schools as calculated below:

|   | <u>Elementary-<br/>secondary</u> | <u>Secondary</u> | <u>Both<br/>Levels</u> |
|---|----------------------------------|------------------|------------------------|
| Number of central libraries   | 134                              | 88               | 222                    |
| Number of central libraries<br>with at least quarter-time<br>librarian  | 37                               | 58               | 95                     |
| Percent of central libraries<br>with at least quarter-time<br>librarian | 27.6%                            | 65.9%            | 43.0%                  |

No full-time or part-time librarian working at least one-quarter time served in 54.5 percent of elementary-secondary schools, 19.3 percent of secondary schools, or 40.5 percent of schools of both levels. The schools lacking even part-time librarians included a majority of elementary-secondary schools with enrolments below six hundred and a majority of secondary schools with enrolments below three hundred.

The percentage of centralized libraries with full-time, part-time, and neither full-time nor part-time librarians is summarized below, by school level:

| <u>Working time of<br/>chief librarian</u>                                      | <u>Elementary-<br/>secondary</u> | <u>Secondary</u> | <u>Both<br/>Levels</u> |
|---|----------------------------------|------------------|------------------------|
| Full-time   | 8.2%                             | 36.3%            | 19.5%                  |
| Part-time at least $\frac{1}{4}$ time   | 19.4                             | 29.6             | 23.5                   |
| Neither full-time nor part-<br>time (including less than<br>$\frac{1}{4}$ time) | 54.5                             | 19.3             | 40.5                   |
| Not indicated   | 17.9                             | 14.8             | 16.7                   |

From the above summary it may be readily seen that at least one-half of all centralized libraries in elementary-secondary and secondary schools



were lacking librarians or were served by only part-time librarians. This situation is amplified further in Table XXI which shows that the majority of librarians who served central school libraries were regular classroom teachers occupied in teaching more than one-half time. Teachers who were teaching more than one-half time were in charge of libraries in 68.6 percent of elementary-secondary schools, 46.6 percent of secondary schools, and 59.9 percent of schools of both levels.

Professional persons, including both professional librarians and teachers, were in charge of libraries one-half time or more in nineteen elementary-secondary schools with centralized libraries (14.2 percent of them), forty secondary schools with centralized libraries (45.5 percent of them), and fifty-nine schools of both levels with centralized libraries (26.5 percent of them).

Non-professional persons serving full- or part-time were in charge of 12.6 percent of libraries in elementary-secondary schools, 4.5 percent of libraries in secondary schools, and 9.5 percent of libraries in schools of both levels.

School libraries were not directly under the charge of any one person in 3.7 percent of elementary-secondary schools, 1.1 percent of secondary schools, and 2.7 percent of schools of both levels.

Among the ninety-five schools with centralized libraries which were positively identified as schools with at least a quarter-time librarian, there were fifty full-time and seventy-four part-time librarians or 124 librarians in all. The distribution of the 124 librarians by time periods for library work is outlined below, for each level of school:





TABLE XXI

NUMBER AND PERCENT OF CENTRALIZED LIBRARIES UNDER CHARGE OF PROFESSIONAL PERSON HALF-TIME OR MORE, UNDER CHARGE OF TEACHER WHO HAS FULL OR NEARLY FULL TEACHING LOAD, UNDER CHARGE OF NON-PROFESSIONAL PERSON, AND NOT UNDER CHARGE OF ANYONE, BY ENROLMENT AND LEVEL OF SCHOOL

| Person in Charge of<br>Central Library &<br>Time Spent in Lib.                                   | Number and Percent of Centralized Libraries Reporting, by Level of School and Enrolment |             |             |             |              |                        |                       |             |             |             |              |                        |       | Total<br>Schools<br>& Enrol. |
|--|---|-------------|-------------|-------------|--------------|------------------------|-----------------------|-------------|-------------|-------------|--------------|------------------------|-------|------------------------------|
|  | Combined Elementary-Secondary School  |             |             |             |              |                        | Secondary School Only |             |             |             |              |                        |       |                              |
|  | Under<br>150  | 150-<br>299 | 300-<br>599 | 600-<br>899 | 900-<br>1299 | 1300<br>& Up<br>Enrol. | Under<br>150          | 150-<br>299 | 300-<br>599 | 600-<br>899 | 900-<br>1299 | 1300<br>& Up<br>Enrol. |       |                              |
| Professional person<br>(teacher or prof.<br>lib. $\frac{1}{2}$ time/more)                        | 2   | 11          | 4           | 1           | 1            | 19                     | 8                     | 13          | 5           | 8           | 6            | 40                     | 59    |                              |
|  | 4.2%  | 15.3%       | 44.4%       | 100.0%      | 100.0%       | 14.2%                  | 25.8%                 | 44.8%       | 55.6%       | 80.0%       | 100.0%       | 45.5%                  | 26.6% |                              |
| Teacher teaching<br>more than $\frac{1}{2}$ time<br>(less than $\frac{1}{2}$ time<br>in library) | 2   | 37          | 49          | 4           |              | 92                     | 2                     | 21          | 15          | 3           |              | 41                     | 133   |                              |
|  | 66.7%   | 77.1%       | 68.1%       | 44.4%       |              | 68.6%                  | 66.7%                 | 67.7%       | 51.7%       | 33.3%       |              | 46.6%                  | 59.9% |                              |
| Non-prof. person:<br>$\frac{1}{2}$ time or more  |   |             | 2           | 1           |              | 3                      | 1                     |             | 1           | 1           |              | 3                      | 6     |                              |
|  |   |             | 2.8%        | 11.1%       |              | 2.2%                   | 3.2%                  |             | 11.1%       | 10.0%       |              | 3.4%                   | 2.7%  |                              |
| Less than $\frac{1}{2}$ time   | 1   | 5           | 8           |             |              | 14                     |                       |             | 1           |             |              | 1                      | 15    |                              |
|  | 33.3%   | 10.4%       | 11.1%       |             |              | 10.4%                  |                       |             | 3.4%        |             |              | 1.1%                   | 6.8%  |                              |
| Not under charge<br>of any person  | 3   | 2           |             |             |              | 5                      | 1                     |             |             |             |              | 1                      | 6     |                              |
|  | 6.3%  | 2.8%        |             |             |              | 3.7%                   | 33.3%                 |             |             |             |              | 1.1%                   | 2.7%  |                              |
| Not indicated  | 1   |             |             |             |              | 1                      |                       |             |             |             |              |                        |       |                              |
|  | 2.1%  |             |             |             |              | 0.7%                   |                       |             |             |             |              |                        |       |                              |
| No. of cent. lib.  | 3   | 48          | 72          | 9           | 1            | 134                    | 3                     | 31          | 29          | 9           | 10           | 6                      | 222   |                              |



|  | <u>Elementary-<br/>secondary</u> | <u>Secondary</u> | <u>Both<br/>Levels</u> |
|--|----------------------------------|------------------|------------------------|
| Full-time                                  | 11                               | 39               | 50                     |
| Part-time, one-half time or<br>more        | 14                               | 24               | 38                     |
| Part-time, one-quarter to<br>one-half time | <u>15</u>                        | <u>21</u>        | <u>36</u>              |
| All librarians, full and<br>part-time      | 40                               | 84               | 124                    |

It may be seen that whereas one-quarter of all librarians in elementary-secondary schools were employed full-time, almost one-half of the librarians in secondary schools worked full-time.

The fifty full-time librarians were distributed by type of school system and level of school as follows:

|                             | <u>Elementary-<br/>secondary</u> | <u>Secondary</u> | <u>Both<br/>Levels</u> |
|-----------------------------|----------------------------------|------------------|------------------------|
| Divisions                   | 2                                | 6                | 8                      |
| Counties                    | 8                                | 4                | 12                     |
| Public districts            | 0                                | 27               | 27                     |
| Catholic separate districts | <u>1</u>                         | <u>2</u>         | <u>3</u>               |
| All systems                 | 11                               | 39               | 50                     |

It is significant that public districts employed more than one-half of all full-time librarians. No public district employed a full-time librarian in an elementary-secondary school, but among the thirty-eight responding schools in public districts, thirty-four were secondary schools and only four were elementary-secondary schools. Only in counties were more full-time librarians available in elementary-secondary schools than in strictly secondary schools, but in counties (and



divisions) the larger schools tended to be elementary-secondary schools rather than strictly secondary schools.

Table XXII presents the ratio of school librarians who served half-time or more and who had one or more university courses in library science to the enrolment of schools with centralized libraries, for elementary-secondary and secondary schools of each enrolment size group. The ratio of librarians to pupils in 1964 was one librarian to 2,811 pupils in elementary-secondary schools, one librarian to 1,799 pupils in secondary schools, or one librarian to 2,209 pupils in schools of both levels with centralized libraries. The ratios were considerably lower in secondary schools than in elementary-secondary schools for enrolment size groups 150-299 and 300-599 but for enrolment size groups 600-899, 900-1,299, and 1,300 and over, the ratio was higher in secondary schools than in elementary-secondary schools.

A study of the ratio of school librarians to enrolment by type of school system (Table XXIII) indicates that the ratio was smallest in county schools (1,665 pupils per librarian), and was followed by public school districts (1,938 pupils per librarian), divisions (3,080 pupils per librarian), and Catholic separate districts (6,913 pupils per librarian). All of these ratios are well beyond the suggested figure of one librarian for every three hundred pupils recommended by the ALA.

## II. TRAINING OF LIBRARIANS

Among the 124 librarians engaged in library work at least one-quarter time, ten librarians or 8.0 percent possessed a professional





TABLE XXII

RATIO OF SCHOOL LIBRARIANS<sup>a</sup> TO ENROLMENT OF SCHOOLS WITH CENTRALIZED LIBRARIES,<sup>b</sup> BY LEVEL OF SCHOOL AND ENROLMENT

| Level of School and Enrolment  | Number of Librarians | Total Enrolment     | Ratio of Librarians to Pupils |
|--------------------------------|----------------------|---------------------|-------------------------------|
| <u>Combined Elem.-sec.:</u>    |                      |                     |                               |
| 150 - 299                      | 2                    | 10,596 <sup>c</sup> | 1 : 5,298                     |
| 300 - 599                      | 9                    | 28,307 <sup>d</sup> | 1 : 3,145                     |
| 600 - 899                      | 4                    | 6,164               | 1 : 1,541                     |
| 900 - 1,299                    | 1                    | 1,297               | 1 : 1,297                     |
| 1,300 and over                 | 1                    | 1,420               | 1 : 1,420                     |
| All enrolments                 | 17                   | 47,784              | 1 : 2,811                     |
| <u>Secondary Schools Only:</u> |                      |                     |                               |
| 150 - 299                      | 4                    | 7,011 <sup>e</sup>  | 1 : 1,753                     |
| 300 - 599                      | 8                    | 11,189              | 1 : 1,399                     |
| 600 - 899                      | 2                    | 6,210               | 1 : 3,105                     |
| 900 - 1,299                    | 6                    | 11,234              | 1 : 1,872                     |
| 1,300 and over                 | 5                    | 9,331               | 1 : 1,866                     |
| All enrolments                 | 25                   | 44,975              | 1 : 1,799                     |
| <u>All Schools:</u>            |                      |                     |                               |
| All Enrolments                 | 42                   | 92,759              | 1 : 2,209                     |

<sup>a</sup>Includes only librarians serving half-time or more and having one or more university courses in library science.

<sup>b</sup>Omits six schools each reporting centralized libraries but enrolling fewer than 150 pupils.

<sup>c</sup>Includes an estimate of 225 pupils in one school with ten teachers in grades 1-11.

<sup>d</sup>Includes an estimate of 400 pupils in one school with seventeen teachers in grades 1-12.

<sup>e</sup>Includes an estimate of 160 pupils on one school with eight teachers in grades 7-12.



TABLE XXIII

RATIO OF SCHOOL LIBRARIANS<sup>a</sup> TO ENROLMENT OF SCHOOLS WITH CENTRALIZED LIBRARIES,<sup>b</sup> BY LEVEL OF SCHOOL AND TYPE OF SCHOOL SYSTEM

| Level of School and Type of District | Number of Librarians | Total Enrolment     | Ratio of Librarians to Pupils |
|--------------------------------------|----------------------|---------------------|-------------------------------|
| <u>Combined Elem.-Sec.:</u>          |                      |                     |                               |
| Divisions                            | 3                    | 18,514 <sup>c</sup> | 1 : 6,071                     |
| Counties                             | 13                   | 24,218 <sup>d</sup> | 1 : 1,863                     |
| Public Districts                     | -                    | 1,992               | -                             |
| Catholic Separate                    | 1                    | 2,675               | 1 : 2,675                     |
| Protestant Separate                  | -                    | 385                 | -                             |
| All systems                          | 17                   | 47,784              | 1 : 2,811                     |
| <u>Secondary Schools Only:</u>       |                      |                     |                               |
| Divisions                            | 6                    | 9,209 <sup>e</sup>  | 1 : 1,535                     |
| Counties                             | 4                    | 4,087               | 1 : 1,022                     |
| Public Districts                     | 15                   | 27,081              | 1 : 1,805                     |
| Catholic Separate                    | -                    | 4,238               | -                             |
| Protestant Separate                  | -                    | 360                 | -                             |
| All systems                          | 25                   | 44,975              | 1 : 1,799                     |
| <u>All Schools:</u>                  |                      |                     |                               |
| Divisions                            | 9                    | 27,723              | 1 : 3,080                     |
| Counties                             | 17                   | 28,305              | 1 : 1,665                     |
| Public Districts                     | 15                   | 29,073              | 1 : 1,938                     |
| Catholic Separate                    | 1                    | 6,913               | 1 : 6,913                     |
| Protestant Separate                  | -                    | 745                 | -                             |
| All systems                          | 42                   | 92,759              | 1 : 2,209                     |

<sup>a</sup>Includes only librarians serving half-time or more and having one or more university courses in library science.

<sup>b</sup>Omits six schools each reporting centralized libraries but enrolling fewer than 150 pupils.

<sup>c</sup>Includes an estimate of 225 pupils in one school with ten teachers.

<sup>d</sup>Includes an estimate of 400 pupils in one school with seventeen teachers.

<sup>e</sup>Includes an estimate of 160 pupils in one school with eight teachers.





library degree, forty-five librarians or 36.3 percent of them had one or more university courses in library science, thirty-four librarians or 27.5 percent of them had teacher training only, and thirty-five librarians or 28.3 percent of them were non-professional persons lacking even teacher training (Table XXIV).

When the qualifications of librarians were considered separately by level of school, the forty librarians in elementary-secondary schools included none with a professional library degree, twenty-one with one or more university courses in library science, eight with teacher training only, and eleven with no university library training and no teacher training. The eighty-four librarians serving secondary schools included ten with professional library degrees, twenty-four with one or more courses in library science, twenty-six with teacher training only, and twenty-four with no university library training and no teacher training.

The fifty full-time librarians (classified in Table XXV by training, level of school, and type of school system), were only slightly better qualified than were all librarians, full-time and part-time. The full-time librarians included six with professional library degrees, twenty-one with one or more university courses in library science, eleven with teacher training only, and twelve with no university courses and no teacher training.

For the most part the best trained librarians were employed by public districts and counties. Of six full-time librarians with degrees in library science, five served in public districts; of twenty-one full-time librarians with one or more university courses in library science,



TABLE XXIV

NUMBER AND PERCENT OF LIBRARIANS<sup>a</sup> SERVING CENTRALIZED SCHOOL LIBRARIES, BY QUALIFICATIONS  
OF LIBRARIANS, LEVEL OF SCHOOL AND ENROLMENT

| Qualifications of Librarian           | Number and Percent of Librarians, By Level of School and Enrolment |         |         |                       |           |                      |
|---------------------------------------|--|---------|---------|-----------------------|-----------|----------------------|
|                                       | Elementary-School  |         |         | Secondary School Only |           | All Schools & Enrol. |
|                                       | 150-299  | 300-599 | 600-899 | 900-1299              | 1300 & Up | All Enrol.           |
| Prof. library degree                  |  |         |         |                       |           |                      |
| Full-time                             |  |         |         |                       |           |                      |
| Part-time: $\frac{1}{2}+$             |  |         |         |                       |           |                      |
| $\frac{1}{4}-\frac{1}{2}$             |  |         |         |                       |           |                      |
| One or more univ. courses in lib. sc. |  |         |         |                       |           |                      |
| Full-time                             |  |         |         |                       |           |                      |
| Part-time $\frac{1}{2}+$              |  |         |         |                       |           |                      |
| $\frac{1}{4}-\frac{1}{2}$             |  |         |         |                       |           |                      |
| Teacher training only                 |  |         |         |                       |           |                      |
| Full-time                             |  |         |         |                       |           |                      |
| Part-time: $\frac{1}{2}+$             |  |         |         |                       |           |                      |
| $\frac{1}{4}-\frac{1}{2}$             |  |         |         |                       |           |                      |





TABLE XXIV (Continued)

| Qualifications of Librarian                     | Number and Percent of Librarians, By Level of School and Enrolment |         |         |          |           |            |                        |         |         |          |           |            | All Schools & Enrol. |
|---|--|---------|---------|----------|-----------|------------|------------------------|---------|---------|----------|-----------|------------|----------------------|
|   | Elementary-secondary Schools                                       |         |         |          |           |            | Secondary Schools Only |         |         |          |           |            |                      |
|   | 150-299  | 300-599 | 600-899 | 900-1299 | 1300 & Up | All Enrol. | 150-299                | 300-599 | 600-899 | 900-1299 | 1300 & Up | All Enrol. |                      |
| No univ. lib. training and no teacher training: |  |         |         |          |           |            |                        |         |         |          |           |            |                      |
| Full-time                                       |  | 1       | 1       | 2        |           |            | 1                      | 2       | 3       | 4        | 10        | 12         |                      |
|   |  | 3.8%    | 12.5%   | 5.0%     |           |            | 5.9%                   | 18.2%   | 21.4%   | 33.3%    | 11.9%     | 9.7%       |                      |
| Part-time: $\frac{1}{2}+$                       | 1  | 1       | 2       | 4        |           |            |                        | 6       | 2       | 2        | 11        | 15         |                      |
|   | 25.0%  | 3.8%    | 25.0%   | 10.0%    |           |            |                        | 20.0%   | 9.1%    | 14.3%    | 16.7%     | 12.1%      |                      |
| $\frac{1}{4}-\frac{1}{2}$                       | 5  |         |         | 5        |           |            | 1                      | 1       | 1       |          | 3         | 8          |                      |
|   | 19.2%  |         |         | 12.5%    |           |            | 5.9%                   | 3.3%    | 7.1%    |          | 3.6%      | 6.5%       |                      |
| Total librarians:                               |  |         |         |          |           |            |                        |         |         |          |           |            |                      |
| Full-time                                       | 6  | 3       | 1       | 11       |           |            | 3                      | 8       | 7       | 11       | 10        | 50         |                      |
|   | 23.1%  | 37.5%   | 100.0%  | 27.5%    |           |            | 17.6%                  | 26.7%   | 63.6%   | 78.6%    | 83.3%     | 40.3%      |                      |
| Part-time: $\frac{1}{2}+$                       | 3  | 7       | 4       | 14       |           |            | 6                      | 12      | 2       | 2        | 24        | 38         |                      |
|   | 75.0%  | 26.9%   | 50.0%   | 35.0%    |           |            | 35.3%                  | 40.0%   | 18.2%   | 14.3%    | 16.7%     | 30.6%      |                      |
| $\frac{1}{4}-\frac{1}{2}$                       | 1  | 13      | 1       | 15       |           |            | 8                      | 10      | 2       | 1        | 21        | 36         |                      |
|   | 25.0%  | 50.0%   | 12.5%   | 37.5%    |           |            | 47.1%                  | 33.3%   | 18.2%   | 7.1%     | 25.0%     | 29.0%      |                      |
| Total librarians:                               |  |         |         |          |           |            |                        |         |         |          |           |            |                      |
| Full & part-time                                | 4  | 26      | 8       | 1        | 1         | 40         | 17                     | 30      | 11      | 14       | 12        | 124        |                      |

<sup>a</sup> A librarian is counted only if at least one-quarter time is spent in library work. This table includes all librarians in the 222 schools with central libraries except the following: (1) part-time librarians in eighteen elementary-secondary schools and nine secondary schools which did not identify the proportion of time their librarians spend in library work, and (2) whatever librarians there were in six elementary-secondary schools and four secondary schools which did not indicate whether they had librarians.





TABLE XXV

NUMBER AND PERCENT OF FULL-TIME LIBRARIANS, BY TRAINING OF  
LIBRARIAN; LEVEL OF SCHOOL AND TYPE OF SCHOOL SYSTEM<sup>a</sup>

| Level of School<br>& Type of School<br>System | Prof.<br>Library<br>Degree |      | One or More<br>University<br>Courses in<br>Lib. Sc. |      | Teacher<br>Training<br>Only |      | No Univ.<br>Training &<br>No Teacher<br>Training |      | Total<br>Full-<br>Time<br>Librar. |       |
|---|----------------------------|------|---|------|-----------------------------|------|--|------|-----------------------------------|-------|
|   | No.                        | %    | No.   | %    | No.                         | %    | No.  | %    | No.                               | %     |
| <u>Combined Elem.-<br/>Sec.</u>               |                            |      |   |      |                             |      |  |      |                                   |       |
| Divisions                                     |                            |      |   |      |                             |      | 2  | 4.0  | 2                                 | 4.0   |
| Counties                                      |                            |      | 8   | 16.0 |                             |      |  |      | 8                                 | 16.0  |
| Public Dist.                                  |                            |      |   |      |                             |      |  |      |                                   |       |
| Catholic Sep.                                 |                            |      | 1   | 2.0  |                             |      |  |      | 1                                 | 2.0   |
| All systems                                   |                            |      | 9   | 18.0 |                             |      | 2  | 4.0  | 11                                | 22.0  |
| <u>Secondary</u>                              |                            |      |   |      |                             |      |  |      |                                   |       |
| Divisions                                     | 1                          | 2.0  | 1   | 2.0  | 3                           | 6.0  | 1  | 2.0  | 6                                 | 12.0  |
| Counties                                      |                            |      | 2   | 4.0  | 2                           | 4.0  |  |      | 4                                 | 8.0   |
| Public Dist.                                  | 5                          | 10.0 | 9   | 18.0 | 6                           | 12.0 | 7  | 14.0 | 27                                | 54.0  |
| Catholic Sep.                                 |                            |      |   |      |                             |      | 2  | 4.0  | 2                                 | 4.0   |
| All systems                                   | 6                          | 12.0 | 12  | 24.0 | 11                          | 22.0 | 10   | 20.0 | 39                                | 78.0  |
| <u>Both Levels</u>                            |                            |      |   |      |                             |      |  |      |                                   |       |
| Divisions                                     | 1                          | 2.0  | 1   | 2.0  | 3                           | 6.0  | 3  | 6.0  | 8                                 | 16.0  |
| Counties                                      |                            |      | 10  | 20.0 | 2                           | 4.0  |  |      | 12                                | 24.0  |
| Public Dist.                                  | 5                          | 10.0 | 9   | 18.0 | 6                           | 12.0 | 7  | 14.0 | 27                                | 54.0  |
| Catholic Sep.                                 |                            |      | 1   | 2.0  |                             |      | 2  | 4.0  | 3                                 | 6.0   |
| All systems                                   | 6                          | 12.0 | 21  | 42.0 | 11                          | 22.0 | 12   | 24.0 | 50                                | 100.0 |

<sup>a</sup>No Protestant Separate school system reported having a full-time librarian.



ten were employed by counties and nine by public districts.

Of twenty-seven full-time librarians serving public districts, five had professional library degrees, nine had one or more university courses in library science, six had teacher training only, and seven were non-professional persons. Of twelve full-time librarians serving counties, ten had one or more university courses in library science, and two had teacher training only. Of eight full-time librarians serving divisions, one had a professional library degree, one had one or more university courses in library science, three had teacher training only, and three were non-professional persons. Of three full-time librarians serving Catholic separate districts, one had one or more university courses in library science and two were non-professional persons. Accordingly, qualifications of full-time librarians were highest in public districts, second highest in counties, third highest in divisions, and fourth highest in Catholic separate districts.

### III. DUTIES OF LIBRARIANS

An examination of the duties reported carried out by the school's head librarian (Appendix Table A-XV) shows that the most commonly performed duties were, in order of frequency, as follows:

| <u>Commonly performed duties</u>                                   | <u>Percentage of schools reporting</u> |
|--|--|
| Classifying new books or<br>other resources . . . . .              | 71.2                                   |
| Cataloguing new books or<br>other resources . . . . .              | 66.7                                   |
| Selecting or helping to select<br>materials for purchase . . . . . | 65.8                                   |
| Helping students to select<br>reading books . . . . .              | 61.7                                   |
| Helping students to locate references . . . . .                    | 59.5                                   |
| Placing purchase orders . . . . .                                  | 54.5                                   |





About 50 percent of all head librarians were engaged in several menial tasks that could easily be performed by trained non-professional help. Such tasks included charging books in and out, reshelving books, and collecting fines. Only 50 percent of librarians reported they taught students library skills and only a small minority reported they assisted teachers directly in professional tasks such as helping teachers to select library materials for study units, preparing library book lists, giving book talks to students, or helping teachers plan study units.

Study hall supervision, reported a duty by 26.1 percent of all librarians, not only defeats the chief purpose of the library but occupies the librarian in a role which negates his professional responsibilities as a librarian.

#### IV. USE OF STUDENTS AS LIBRARY ASSISTANTS

Student assistants were used in centralized libraries in 60.4 percent of elementary-secondary schools and 68.2 percent of secondary schools (Appendix Table A-XVI). Except in two large secondary schools in which student assistants were paid, all student services were voluntary. The median number of student assistants in schools with central libraries was 5.5 in elementary-secondary schools and 7.0 in secondary schools. The median number of student hours per week in schools with central libraries was 3.0 in elementary-secondary schools and 10.0 in secondary schools.



## V. CRITERIA FOR HIRING LIBRARIANS

Asked to state the criteria used to determine when to hire a full-time librarian, sixty school systems or 75.0 percent of them did not specify any criterion (Appendix Table A-XVII). Among the twenty responses, no one criterion predominates although four systems used senior high school status as a criterion and four other systems were governed by the advice of the superintendent. Other criteria included the following: decision of principal, availability of funds, twenty or more teachers, secondary school status, three hundred pupils in high school, one thousand pupils in high school, three hundred fifty pupils, four hundred pupils, and fourteen or more classrooms.

Criteria for hiring a part-time librarian, which are even more nebulous, are reported in Appendix Table A-XVIII. A total of fifty-seven systems or 71.3 percent of them failed to specify any criterion. Responses varied even more greatly than those pertaining to hiring a full-time librarian and included the following criteria: junior high or elementary-junior high status, advice of superintendent, decision of principal, availability of funds, demands of staff, twenty or more teachers, senior high school, secondary school, 225 secondary pupils, elementary school, every school, enrolment of four hundred, six or more classrooms, twelve or more classrooms, thirty-five or more classrooms, and an equipped library room.

There is no consensus among school systems as to when a school should be provided with either a full-time or part-time librarian. Responses that were offered tend to diverge sharply from the ALA standard



of at least one full-time librarian in every school with an enrolment of two hundred and at least a half-time librarian if the enrolment is 150.

Particularly surprising was that, in one school system, two schools with central libraries of at least one thousand square feet were not using their central libraries because, according to respondents in the schools, the school committee was not prepared to hire librarians. In the case of a third school in the same system, although the school reported it had the services of a half-time librarian, the school respondent also noted that the county council had decided not to hire a librarian beyond the current school year. The situation and trend in this system in regard to hiring librarians did seem to reflect a "lack of progressive County administration" as stated by one respondent.

## VI. SUMMARY

Among 222 elementary-secondary and secondary schools with central libraries, the services of at least a quarter-time librarian were available to ninety-five schools, including 27.6 percent of elementary-secondary schools, 65.9 percent of secondary schools, and 43.0 percent of schools of both levels. The slightly more than one-half of all central libraries which lacked at least a quarter-time librarian included a majority of elementary-secondary schools with enrolments below six hundred and a majority of secondary schools with enrolments below three hundred.

Central libraries were under the charge of teacher-librarians teaching more than half-time in 68.6 percent of elementary-secondary





schools, 46.6 percent of secondary schools, and 59.9 percent of schools of both levels.

Professional persons, including both professional librarians and teachers, were employed half-time or more in only fifty-nine school libraries and served 14.2 percent of elementary-secondary schools with central libraries, 45.3 percent of secondary schools with central libraries, and 26.6 percent of schools of both levels with central libraries.

Only fifty of the 124 librarians worked full-time and of these, more than one-half served in secondary schools in public school districts.

The ratio of school librarians who served half-time or more and who had one or more university courses in library science, to enrolment of elementary-secondary and secondary schools with central libraries was one librarian to 2,209 pupils but varied from one librarian to 2,811 pupils in elementary-secondary schools to one librarian to 1,799 pupils in secondary schools. County schools had the lowest ratio of librarians to enrolment with one librarian to every 1,665 pupils.

About one-half of all head librarians performed menial tasks such as charging books in and out, reshelving books, and collecting fines. On the other hand no more than one-half taught library skills and only a small minority assisted teachers by selecting materials for study, by preparing book lists, by giving book talks, or by helping to plan study units. In more than one-quarter of all schools with central libraries the head librarian was responsible for study hall supervision.

Students served as voluntary library assistants in more than 60 percent of libraries located in each of elementary-secondary and secondary



schools. Median student hours per week in library work were 3.0 in elementary-secondary schools and 10.0 in secondary schools.

Criteria for the hiring of a full-time or part-time librarian were non-existent in more than 70 percent of all school systems and, where criteria did exist, views differed sharply. Criteria for engaging a full-time librarian centered around senior high school status and a minimum of 350 pupils. Criteria for engaging a part-time librarian ranged even more widely and were very inconsistent. The criteria stated for providing both full-time and part-time librarians differed markedly from the ALA standards.





## CHAPTER VII

### SUPERVISION OF SCHOOL LIBRARIES BY SCHOOL SYSTEMS

This chapter reports the extent to which school systems (1) provide supervision or guidance to schools in matters relating to school library service, (2) maintain uniform procedures in the operation of school libraries, and (3) supplement school libraries with a central library service for all schools in their respective systems.

#### I. SUPERVISORS OF SCHOOL LIBRARIES

Twelve school systems, 15 percent of all school systems reporting, indicated that a library supervisor was employed for the system (Table XXVI). Of these twelve supervisors, six served in public districts, four in Catholic separate districts, and two in counties. Library supervisors thus were available in 50.0 percent of the Catholic separate districts, 26.1 percent of the public districts, and 9.1 percent of the counties. No library supervisors were available in divisions and Protestant separate districts.

The twelve library supervisors included four with degrees in library science, five with one or more university courses in library science, two with other library training or experience, and one whose library training was not identified. Of the four library supervisors with degrees in library science, two were located in public districts and two in counties.



TABLE XXVI

## EMPLOYMENT OF LIBRARY SUPERVISORS IN SCHOOL SYSTEMS, BY LIBRARY TRAINING OF SUPERVISOR AND TYPE OF SCHOOL SYSTEM

| Type of School System | Number and Percent of Systems Employing Library Supervisor by Library Training of Supervisor |     |  |      |                                   |      |               |     |                           |      | Number and Percent of Systems Not Employing Library Supervisors | Not Indicated No. % | Total Systems |
|-----------------------|--|-----|--|------|-----------------------------------|------|---------------|-----|---------------------------|------|---|---------------------|---------------|
|                       | Professional Degree in Lib. Science  |     | One or More University Courses in Lib. Sc. |      | Other Lib. Training or Experience |      | Not Indicated |     | Total Library Supervisors |      |   |                     |               |
|                       | No.  | %   | No.  | %    | No.                               | %    | No.           | %   | No.                       | %    |   |                     |               |
| Divisions             |  |     |  |      |                                   |      |               |     |                           |      |   |                     |               |
| Counties              | 2  | 9.1 |  |      |                                   |      |               |     | 2                         | 9.1  | 16 <sup>a</sup>   | 4                   | 22            |
| Public Dist.          | 2  | 8.7 | 2  | 8.7  | 1                                 | 4.3  | 1             | 4.3 | 6                         | 26.1 | 16  | 1                   | 23            |
| Cath. Sep. Dist.      |  |     | 3  | 37.5 | 1                                 | 12.5 |               |     | 4                         | 50.0 | 4   |                     | 8             |
| Prot. Sep. Dist.      |  |     |  |      |                                   |      |               |     |                           |      |   | 1                   | 1             |
| All systems           | 4  | 5.0 | 5  | 6.3  | 2                                 | 2.5  | 1             | 1.3 | 12                        | 15.0 | 62  | 6                   | 80            |

<sup>a</sup> Included in this number are three counties which reported that a regional librarian was available as a limited supervisor and consultant and one county which reported a teacher served as a part-time supervisor of school libraries.



## II. STANDARDIZED LIBRARY PROCEDURES

Procedures in the operation of school libraries, for example, classification of all books by the Dewey system, were reported to be standardized, that is uniform in practice in all schools within a school system, in forty-one systems or 51.3 percent of all school systems reporting (Table XXVII). Library procedures were most frequently identified as standardized in public districts (69.6 percent) and less frequently in counties (59.1 percent), Catholic separate districts (50.0 percent), and divisions (30.8 percent).

### Selection of Books for Purchase

A total of fifty-one school systems (63.8 percent) indicated that they stipulated how allotments for books were to be spent (Appendix Table A-XIX). This control of school library expenditures was reported exercised in 82.6 percent of public districts, 61.5 percent of divisions, 54.5 percent of counties, and 50.0 percent of Catholic separate districts. Even though a majority of all school systems said they stipulated how allotments for books were to be spent, only twenty-one systems reported what the stipulation was (Appendix Table A-XX). The most frequently mentioned stipulation, reported by seven systems, was that both references and leisure reading were to be purchased in a fixed ratio. Another six systems required that both references and leisure reading be purchased but no ratio was fixed. Whereas three systems stipulated that book allotments were entirely or mostly for leisure reading, another three systems reported that book allotments were provided basically for





TABLE XXVII

NUMBER AND PERCENT OF SCHOOL SYSTEMS REPORTING STANDARDIZED  
LIBRARY PROCEDURES, BY TYPE OF SCHOOL SYSTEM

| Type of School<br>System | School Library<br>Procedures<br>Standardized |       | School Library<br>Procedures Not<br>Standardized |       | Not Indi-<br>cated |      | Total<br>Sys-<br>tems |
|--------------------------|--|-------|--|-------|--------------------|------|-----------------------|
|                          | No.  | %     | No.  | %     | No.                | %    |                       |
| Divisions                | 8  | 30.8  | 15   | 57.7  | 3                  | 11.5 | 26                    |
| Counties                 | 13   | 59.1  | 8  | 36.4  | 1                  | 4.5  | 22                    |
| Public Districts         | 16   | 69.6  | 5  | 21.7  | 2                  | 8.7  | 23                    |
| Catholic Sep. Dist.      | 4  | 50.0  | 2  | 25.0  | 2                  | 25.0 | 8                     |
| Protestant Sep. Dist.    | -  |       | 1  | 100.0 | -                  |      | 1                     |
| All systems              | 41   | 51.25 | 31   | 38.75 | 8                  | 10.0 | 80                    |



references.

In spite of the directives which school systems reported they maintained for determining how book allotments were to be spent by schools, very few schools of any enrolment size followed a policy for the selection of library materials (Appendix Table A-XXI). Of all schools with centralized libraries included in the school survey, a written policy was reported by 5.9 percent; an unwritten policy was indicated by 22.1 percent; and no definite policy was identified by 69.8 percent. No indication whether or not there was a policy was given by another 2.3 percent of the schools. Whatever policies school systems may have claimed, apparently they were neither well-known by library personnel in the schools nor were they rigidly applied by the school systems.

#### Time for Spending Library Allotments

Budget allotments from the school board for library materials could be spent anytime during the year by 58.2 percent of elementary-secondary schools and by 71.6 percent of secondary schools (Appendix Table A-XXII). Although freedom to spend library allotments whenever a school wished was more common among secondary schools than among elementary-secondary schools, this liberty apparently was not related to the size of the school.

#### System of Classification of Books

The system of classification of books placed in centralized libraries is reported in Table XXVIII. Only 66.2 percent of centralized libraries used the Dewey system or a slight modification, 22.1 percent





TABLE XXVIII

SYSTEM OF CLASSIFICATION OF BOOKS IN SCHOOLS WITH CENTRAL  
LIBRARIES, BY ENROLMENT OF SCHOOL

| System of Classification of Books                            | Number & Percent of Schools, By Enrolment,<br>Using System |             |             |             |              |                |                     |
|--|--|-------------|-------------|-------------|--------------|----------------|---------------------|
|  | Under<br>150   | 150-<br>299 | 300-<br>599 | 600-<br>899 | 900-<br>1299 | 1300 &<br>Over | All En-<br>rolments |
| Dewey system or<br>slight modification                       | 4<br>67.7%   | 42<br>53.2% | 69<br>68.3% | 14<br>77.8% | 11<br>100.0% | 7<br>100.0%    | 147<br>66.2%        |
| System unique to<br>school                                   | 1<br>16.7%   | 21<br>26.6% | 26<br>25.6% | 1<br>5.6%   |              |                | 49<br>22.1%         |
| Some other system<br>used by division,<br>county or district |  | 6<br>7.6%   | 2<br>2.0%   | 3<br>16.7%  |              |                | 11<br>5.0%          |
| No system  | 1<br>16.7%   | 8<br>10.1%  | 1<br>1.0%   |             |              |                | 10<br>4.5%          |
| Not indicated  |  | 2<br>2.5%   | 3<br>3.0%   |             |              |                | 5<br>2.3%           |
| Total reporting  | 6  | 79          | 101         | 18          | 11           | 7              | 222                 |



used some system which was unique to the school, 5.0 percent used some other system adopted by the school system, and 4.5 percent reported no system in use. Only schools of enrolment size nine hundred and higher used the Dewey system exclusively but 77.8 percent of the schools of size 600-899 also indicated use of the Dewey system. Schools which employed a classification system which was unique to the school were mostly schools of enrolments less than six hundred and included slightly more than one-quarter of all schools with central libraries in each of enrolment sizes 150-299 and 300-599.

### III. CENTRAL LIBRARIES SERVING ENTIRE SCHOOL SYSTEMS

School libraries in fifteen systems were supplemented by (1) a divisional, county, or district library operated by the school system, or (2) a regional library in which the system held membership (Appendix Table A-XXIII). Three divisions and three counties each operated a central library service serving all schools in their respective systems; one county and one Catholic separate district each operated a central film-strip library; three counties held membership in a regional library; one public district and one Catholic separate district each operated a professional library for the superintendent; one public district had a professional library for principals; and one county maintained a professional library for teachers.

### IV. SUMMARY

Twelve school systems (15 percent of them) employed library



supervisors. Supervisors served six public districts, four Catholic separate districts, and two counties.

School library procedures were reported to be standardized in 51.3 percent of all school systems. Although 63.8 percent of school systems said they stipulated how allotments for books were to be spent, mostly to cover both leisure reading and references, the majority of schools reported they did not follow any policy for the selection of library materials.

Only 66.2 percent of central libraries in elementary-secondary and secondary schools indicated that their books were classified according to the Dewey system or some slight modification.

School libraries were supplemented by divisional, county, or district libraries operated by the system, or by a regional library in which the system held membership, in fifteen school systems.





## CHAPTER VIII

### ADMINISTRATIVE PROVISIONS FOR MAKING THE LIBRARY ACCESSIBLE

This chapter examines the various periods of time throughout the school week when the library is accessible to students and considers the portion of school time when class visits to the library are scheduled.

#### I. TIME OF ACCESS TO LIBRARY

The time during the school week when most students in elementary-secondary and secondary schools with central libraries had access to the library was during the lunch hour (Table XXIX). Except in schools with high school enrolments of two hundred or higher there was little opportunity for students to use the library before and after school. However, the school library personnel indicated that students could use the library at any time a classroom teacher believed it appropriate in 70.7 percent of all schools with central libraries and even more frequently than this in schools with high school enrolments above two hundred.

One or more library periods were scheduled weekly for students in 42.8 percent of all elementary-secondary and secondary schools with central libraries. Library visits were scheduled most frequently in schools with senior high school enrolments of 50-99 and 100-199. In each of these enrolment categories slightly more than 50 percent of the schools reported one or more scheduled library periods weekly.

Although 24.3 percent of schools reported students had access to the



TABLE XXIX

NUMBER AND PERCENT OF SCHOOLS REPORTING WHEN SENIOR HIGH SCHOOL STUDENTS  
HAVE ACCESS TO THE SCHOOL LIBRARY, BY SENIOR HIGH SCHOOL ENROLMENT

| Time of Access<br>To Library  | Number and Percent of Schools, by Enrolment in<br>Senior High School, Reporting Access to Library |             |             |             |             |               | Total Re-<br>porting |
|---|---|-------------|-------------|-------------|-------------|---------------|----------------------|
|   | Below<br>50   | 50-<br>99   | 100-<br>199 | 200-<br>499 | 500-<br>999 | 1000/<br>over |                      |
| During lunch hour   | 32<br>72.7%   | 42<br>57.5% | 42<br>77.8% | 25<br>75.8% | 4<br>100.0% | 13<br>92.9%   | 158<br>71.2%         |
| Students may use lib-<br>rary any time class-<br>room teacher believes<br>appropriate | 28<br>63.6%   | 45<br>61.6% | 38<br>70.4% | 30<br>90.9% | 4<br>100.0% | 12<br>85.7%   | 157<br>70.7%         |
| After school  | 17<br>38.6%   | 30<br>41.1% | 31<br>57.4% | 25<br>75.3% | 4<br>100.0% | 14<br>100.0%  | 121<br>54.5%         |
| Before school   | 17<br>38.6%   | 23<br>31.5% | 18<br>33.3% | 25<br>75.8% | 4<br>100.0% | 14<br>100.0%  | 101<br>45.5%         |
| One or more scheduled<br>library periods weekly                                       | 16<br>36.4%   | 37<br>50.7% | 29<br>53.7% | 7<br>21.2%  | 2<br>50.0%  | 4<br>28.6%    | 95<br>42.8%          |
| Two or more study hall<br>periods each week   | 6<br>13.6%  | 15<br>20.5% | 19<br>35.2% | 10<br>30.3% |             | 4<br>28.6%    | 54<br>24.3%          |
| Only one study hall<br>period each week   | 4<br>9.1%   | 4<br>5.5%   | 6<br>11.1%  |             |             |               | 14<br>6.3%           |
| Total schools   | 44  | 73          | 54          | 33          | 4           | 14            | 222                  |





library in two or more study hall periods each week and an additional 6.3 percent had access in one study hall period each week, libraries themselves were reported in use as study halls one-quarter time or more in more than 50 percent of all elementary-secondary and secondary schools with central libraries. (Use of the library as a study hall is dealt with more fully in Chapter IX.) This apparent contradiction suggests that although students were sometimes located in the library for supervised study, they were not given access to the resources in the library.

## II. SCHEDULED CLASS VISITS

Apart from individual use of the library, Table XXX shows that students visited the library on a class-wide basis about one-quarter of the school time in 25.7 percent of elementary-secondary and secondary schools with central libraries and about one-half time or more in 16.8 percent of the schools but class visits were practically non-existent in almost one-half of the libraries. This latter situation applied to a majority of elementary-secondary schools with enrolments less than three hundred and to a majority of secondary schools with enrolments less than six hundred.

## III. SUMMARY

The library was more accessible to students in schools with high school enrolments of more than two hundred than in schools with smaller high school enrolments. This was particularly true before and after school. Access to the library during the noon hour and during regular



TABLE XXX

NUMBER AND PERCENT OF SCHOOLS REPORTING FREQUENCY OF SCHEDULED CLASS VISITS TO LIBRARY FOR LIBRARY USE  
(NOT STUDY HALL USE) DURING SCHOOL HOURS, BY ENROLMENT AND LEVEL OF SCHOOL

| Number and Percent of Schools, By Level of School and Enrolment, Reporting Class Visits to Library |                              |         |         |         |               |                        |           |         |         |         |                      |               |
|--|------------------------------|---------|---------|---------|---------------|------------------------|-----------|---------|---------|---------|----------------------|---------------|
| Extent of Time During School Hours for Scheduled Class Visits                                      | Elementary-secondary Schools |         |         |         |               | Secondary Schools Only |           |         |         |         | All Schools & Enrol. |               |
|  | Under 150                    | 150-299 | 300-599 | 600-899 | 900-1299 & Up | All Enrol.             | Under 150 | 150-299 | 300-599 | 600-899 |                      | 900-1299 & Up |
| Full-time or nearly full-time  |                              |         | 2       |         |               | 2                      |           |         |         |         |                      |               |
|  |                              |         | 2.8%    |         |               | 1.5%                   |           |         |         |         |                      |               |
|  |                              |         |         |         |               |                        |           |         |         |         |                      |               |
|  |                              |         |         |         |               |                        |           |         |         |         |                      |               |
| 3/4 of the time  |                              | 1       | 6       | 3       | 1             | 11                     |           | 1       | 1       |         | 1                    | 3             |
| 1/2 of the time  |                              | 2.1%    | 8.3%    | 33.3%   | 100.0%        | 8.2%                   |           | 3.2%    | 3.4%    | 11.1%   | 16.7%                | 1.4%          |
| 1/4 of the time  |                              | 7       |         |         |               | 7                      |           | 3       | 3       | 5       | 12                   | 15            |
|  |                              | 9.7%    |         |         |               | 5.2%                   |           | 10.3%   | 33.3%   | 50.0%   | 16.7%                | 6.8%          |
| None or practically none of the time   |                              | 14      | 17      | 1       |               | 32                     |           | 11      | 7       | 1       | 25                   | 57            |
|  |                              | 29.2%   | 23.6%   | 11.1%   |               | 23.9%                  |           | 35.5%   | 24.1%   | 11.1%   | 30.0%                | 25.7%         |
| Not indicated  | 3                            | 28      | 31      | 2       |               | 64                     |           | 3       | 17      | 16      | 40                   | 104           |
|  | 100.0%                       | 58.3%   | 43.1%   | 22.2%   |               | 47.8%                  |           | 100.0%  | 54.8%   | 55.6%   | 44.4%                | 46.9%         |
| Total schools  |                              | 5       | 9       | 3       | 1             | 18                     |           | 2       | 2       | 1       | 6                    | 24            |
|  |                              | 10.4%   | 12.5%   | 33.3%   | 100.0%        | 13.4%                  |           | 6.5%    | 6.9%    | 10.0%   | 16.7%                | 10.8%         |
|  | 3                            | 48      | 72      | 9       | 1             | 134                    | 3         | 31      | 29      | 9       | 88                   | 222           |



school time whenever a teacher believed it appropriate, although most common in schools with high school enrolments beyond two hundred, was available in a majority of all elementary-secondary and secondary schools with central libraries.

Scheduled class visits to the library occurred more frequently in schools with high school enrolments between 50-199 than in schools of smaller or larger high school enrolments. Slightly more than one-half of all schools with high school enrolments in two categories, 50-99 and 100-199, scheduled class visits to the library.

Class visits to the library were scheduled one-quarter time or more in approximately one-half of all elementary-secondary and secondary schools with central libraries, including a majority of elementary-secondary schools with enrolments of three hundred and higher and a majority of secondary schools with enrolments of six hundred and higher.





## CHAPTER IX

### TEACHER AND STUDENT USE OF THE LIBRARY IN THE SENIOR HIGH SCHOOL

This chapter is concerned with the extent to which teachers of various high school subjects depend upon or utilize the resources of the school library. An examination is made of: (1) teacher opinion of the importance of library materials to instruction, (2) teacher preparation for library utilization, (3) availability of programs to instruct pupils in library skills, (4) procedures used to motivate students to use the library, (5) actual instructional use being made of the library by teachers in various curriculum areas, and (6) use of the library as a study hall, an extraneous demand limiting library for instructional purposes.

#### I. ATTITUDE AND ORIENTATION OF TEACHERS TOWARD THE LIBRARY

Table XXXI summarizes responses to a question which sought to determine what importance teachers attached to library materials for effective teaching in their respective subject areas. Opinions differed widely. More than 70 percent of teachers of mathematics and foreign languages felt that library materials were of limited importance and more than 50 percent of teachers of physical education and health, business education, and industrial arts felt likewise.

But library materials were considered essential or important by



TABLE XXXI

NUMBER AND PERCENT OF TEACHERS REPORTING THEIR OPINIONS OF IMPORTANCE  
OF LIBRARY MATERIALS FOR EFFECTIVE TEACHING, BY MAJOR TEACHING AREA

| Major Teaching Area   | Number and Percent of Teachers Reporting Their Opinion of Importance of Library Materials, by Degree of Importance |                |                   |                  |               |             | Total Repor. |
|-----------------------|--|----------------|-------------------|------------------|---------------|-------------|--------------|
|                       | Essen-<br>tial   | Impor-<br>tant | Limited<br>Impor. | Unimpor-<br>tant | Don't<br>Know | Not<br>Ind. |              |
| Business education    | 7<br>11.1%   | 10<br>15.9%    | 34<br>54.0%       | 9<br>14.3%       | 2<br>3.2%     | 1<br>1.6%   | 63           |
| English               | 70<br>71.4%  | 27<br>27.6%    | 1<br>1.0%         |                  |               |             | 98           |
| Foreign languages     | 2<br>3.5%  | 9<br>15.8%     | 41<br>71.9%       | 4<br>7.0%        | 1<br>1.8%     |             | 57           |
| Household arts        | 7<br>26.9%   | 9<br>34.6%     | 10<br>38.5%       |                  |               |             | 26           |
| Industrial arts       | 2<br>8.7%  | 9<br>39.1%     | 12<br>52.2%       |                  |               |             | 23           |
| Mathematics           | 2<br>3.6%  | 10<br>17.9%    | 41<br>73.2%       | 3<br>5.4%        |               |             | 56           |
| Physical ed. & health | 2<br>8.7%  | 6<br>26.1%     | 13<br>56.5%       | 1<br>4.3%        |               | 1<br>4.3%   | 23           |
| Science               | 10<br>12.5%  | 41<br>51.3%    | 28<br>35.0%       | 1<br>1.3%        |               |             | 80           |
| Social studies        | 33<br>46.5%  | 35<br>49.3%    | 3<br>4.2%         |                  |               |             | 71           |
| Vocational ed.        | 7<br>29.2%   | 6<br>25.0%     | 9<br>37.5%        | 1<br>4.2%        | 1<br>4.2%     |             | 24           |
| Math.-science         | 3<br>13.0%   | 9<br>39.1%     | 10<br>43.5%       |                  |               | 1<br>4.3%   | 23           |
| English-soc. studies  | 10<br>55.6%  | 8<br>44.4%     |                   |                  |               |             | 18           |
| Others                | 25<br>24.3%  | 40<br>38.8%    | 34<br>33.0%       | 2<br>1.9%        | 1<br>1.0%     | 1<br>1.0%   | 103          |
| Total reporting       | 180<br>27.1%   | 219<br>32.9%   | 236<br>35.5%      | 21<br>3.2%       | 5<br>0.8%     | 4<br>0.6%   | 665          |





the majority of teachers of English (99.0 percent), social studies (95.8 percent), science (63.8 percent), household arts (61.5 percent), and vocational education (54.2 percent). The same regard for library materials was also expressed by a substantial number of teachers of industrial arts (47.8 percent), physical education and health (34.8 percent), business education (27.0 percent), mathematics (21.5 percent), and foreign languages (19.5 percent). Among all teachers, 27.1 percent considered library materials to be essential and an additional 32.9 percent considered them important. Thus, 60 percent of Alberta high school teachers felt that the library occupied an important position in the educational system.

Although 60 percent of the teacher respondents felt library materials were essential or important (Table XXXI), only 46.2 percent of all teachers rated the library materials available as "good to excellent" (Table XXXII). A majority of teachers of household arts, English, and social studies evaluated the materials obtainable in their school libraries for their major teacher areas as "good to excellent." It is interesting that teachers in the three subject areas that attached the highest degree of importance to library services--English, social studies, and household arts--also indicated the highest degree of satisfaction with the available library materials. The opposite is also true. A majority of teachers of foreign languages, mathematics, physical education and health, science, and industrial arts, and 49.2 percent of teachers of business education rated library materials in their respective areas as "fair to poor" and, as already noted, teachers in these same



TABLE XXXII

NUMBER AND PERCENT OF TEACHERS REPORTING THEIR OPINION OF THE MATERIALS  
IN THEIR MAJOR TEACHING AREAS OBTAINABLE IN THEIR SCHOOL LIBRARIES,  
BY MAJOR TEACHING AREA

| Major Teaching Area   | Teachers Opinions of Suitability of Library Materials: |      |                            |      |                          |      | Total Reporting<br>No.      % |       |
|-----------------------|--|------|----------------------------|------|--------------------------|------|-------------------------------|-------|
|                       | Good to Excellent<br>No.      %                        |      | Fair to Poor<br>No.      % |      | Don't Know<br>No.      % |      |                               |       |
| Business education    | 25   | 37.9 | 31                         | 49.2 | 7                        | 11.1 | 63                            | 100.0 |
| English               | 55   | 56.1 | 42                         | 42.9 | 1                        | 1.0  | 98                            | 100.0 |
| Foreign Languages     | 19   | 33.3 | 36                         | 63.2 | 2                        | 3.5  | 57                            | 100.0 |
| Household arts        | 18   | 69.2 | 8                          | 30.8 |                          |      | 26                            | 100.0 |
| Industrial arts       | 10   | 43.5 | 12                         | 52.2 | 1                        | 4.3  | 23                            | 100.0 |
| Mathematics           | 23   | 41.1 | 32                         | 57.1 | 1                        | 1.8  | 56                            | 100.0 |
| Physical ed. & Health | 10   | 43.5 | 13                         | 56.5 |                          |      | 23                            | 100.0 |
| Science               | 35   | 43.8 | 44                         | 55.0 | 1                        | 1.3  | 80                            | 100.0 |
| Social studies        | 41   | 57.7 | 30                         | 42.3 |                          |      | 71                            | 100.0 |
| Vocational ed.        | 12   | 50.0 | 11                         | 45.8 | 1                        | 4.2  | 24                            | 100.0 |
| Math.-science         | 12   | 52.2 | 11                         | 47.8 |                          |      | 23                            | 100.0 |
| English-Soc. stud.    | 10   | 55.6 | 8                          | 44.4 |                          |      | 18                            | 100.0 |
| Others                | 37   | 35.9 | 60                         | 58.3 | 6                        | 5.8  | 103                           | 100.0 |
| Total reporting       | 307  | 46.2 | 338                        | 50.8 | 20                       | 3.0  | 665                           | 100.0 |



areas stated that library materials were of limited importance. Thus, there appears to be a correlation between rating of quality of materials and regard for the importance of library materials.

Appendix Table A-XXIV classifies the responses of teachers regarding the materials in their subject areas obtainable in their libraries, according to high school enrolment size groups and subject areas. Whereas 46.2 percent of teachers of all subject areas evaluated the materials obtainable in their libraries as "good to excellent" (Table XXXII), three-quarters of the teachers in schools of high school enrolment size 500-999 and two-thirds of the teachers in schools of high school enrolment size one thousand and above, did so. Thus, the quality of library materials was regarded more highly by teachers in larger schools than by teachers in smaller schools. Especially significant was the much higher regard of the quality of available library materials by teachers of industrial arts, vocational education, physical education and health, science, and mathematics in schools of the two largest high school enrolment groups than in schools of all enrolments. In all of these subject areas except science, the rating of the quality of available library materials, as evaluated by teachers in schools of the two largest enrolment groups, exceeded the rating by teachers in schools of all smaller enrolment categories. There is an inference that, regardless of the subject area, in those schools where there was high regard for the quality of the library materials, there was also high regard for the importance of library materials in instruction.

Teachers who acknowledged the importance of library materials





appeared to be active in selecting materials for library purchase. This situation is borne out by Appendix Table A-XXV which reports the number of books recommended for purchase by various subject teachers in the twelve-month period to May, 1964. The 30 percent of teachers who each recommended fifteen or more books for purchase were primarily teachers of English, vocational education, social studies, and science. Conversely, the ten percent of teachers who recommended no books for purchase were primarily teachers of business education, mathematics, and foreign languages. The median number of books recommended for purchase by all teachers was ten, with the range of medians for the number of books recommended for purchase by teachers of each subject extending from twenty for teachers of English and vocational education to six for teachers of business education, foreign languages, household arts, and mathematics. The high number of books recommended for purchase by vocational education teachers reflects the establishment of basic libraries in new facilities for vocational education which were built during this period largely with federal funds.

Even though the majority of teachers acknowledged that the use of library materials was important for effective teaching, very few teachers indicated that their teacher training had included instruction in the role and function of the library (Appendix Table A-XXVI). Only eight percent of teacher respondents indicated they had received professional preparation in library use either in one or more separate courses in library science or as a definite part of a professional course.



## II. PREPARATION OF STUDENTS FOR USE OF LIBRARY RESOURCES

Effective use of the library by students is usually contingent upon some training of students in library skills. Yet only one-third of all elementary-secondary and secondary schools with central libraries reported having such a program (Table XXXIII). Only in elementary-secondary and secondary schools of the two highest enrolment groups (900 and above) did a majority of schools report having a program of library skill development. At the same time, as shown in Appendix Table A-XXVII, 99.1 percent of all teacher respondents, including practically all teachers of all subjects, believed that learning to use library resources should be part of the education of all students.

Responses of the majority of teachers to the question, "Do you believe that you have a personal responsibility for making the development of library skills a fundamental part of the education of pupils in your major teaching area?" indicated that two-thirds of all teachers believed that they did have such responsibility (Appendix Table A-XXXVIII). Apparently a program for the development of library skills should not be left entirely to the librarian. Teachers who reported the greatest personal responsibility were teachers of English, vocational education, and social studies. The responses of teachers of English and social studies is not surprising but it is noteworthy that 87.5 percent of the teachers of vocational education and a majority of the teachers of industrial arts, science, household arts, business education, and mathematics signified a personal responsibility.

Table XXXIV shows that two-thirds of all high school teachers





TABLE XXXIII

NUMBER AND PERCENT OF SCHOOLS HAVING A PROGRAM FOR DEVELOPING PUPIL SKILL  
IN USE OF LIBRARY MATERIALS, BY LEVEL OF SCHOOL AND ENROLMENT

| Level of School<br>and Enrolment | Have a Program<br>No.            % | Lack a Program<br>No.            % | Not Indicated<br>No.            % | Total<br>Schools |
|----------------------------------|------------------------------------|------------------------------------|-----------------------------------|------------------|
| <u>Elem.-secon.</u>              |                                    |                                    |                                   |                  |
| Under 150                        | 1            33.3                  | 2            66.7                  |                                   | 3                |
| 150 - 299                        | 10           20.8                  | 35           72.9                  | 3           6.3                   | 48               |
| 300 - 599                        | 21           29.2                  | 47           65.3                  | 4           5.6                   | 72               |
| 600 - 899                        | 4            44.4                  | 4            44.4                  | 1          11.1                   | 9                |
| 900 - 1,299                      | 1           100.0                  |                                    |                                   | 1                |
| 1,300 and over                   | 1           100.0                  |                                    |                                   | 1                |
| All enrolments                   | 38           28.4                  | 88           65.7                  | 8           6.0                   | 134              |
| <u>Sec. Schools Only</u>         |                                    |                                    |                                   |                  |
| Under 150                        | 1           33.3                   | 2           66.7                   |                                   | 3                |
| 150 - 299                        | 9           29.0                   | 20           64.5                  | 2           6.5                   | 31               |
| 300 - 599                        | 9           31.0                   | 17           58.6                  | 3          10.3                   | 29               |
| 600 - 899                        | 3           33.3                   | 6           66.7                   |                                   | 9                |
| 900 - 1,299                      | 8           80.0                   | 1           10.0                   | 1          10.0                   | 10               |
| 1,300 and over                   | 6           100.0                  |                                    |                                   | 6                |
| All enrolments                   | 36           40.9                  | 46           52.3                  | 6           6.8                   | 88               |
| <u>All Schools</u>               |                                    |                                    |                                   |                  |
| All enrolments                   | 74           33.3                  | 134          60.4                  | 14          6.3                   | 222              |



TABLE XXXIV

NUMBER AND PERCENT OF TEACHERS REPORTING EFFORT TO INTEREST STUDENTS  
IN USING LIBRARY MATERIALS, BY MAJOR TEACHING AREA

| Major<br>Teaching Area | Making Sub-<br>stantial<br>Effort |      | Not Making<br>Substantial<br>Effort |      | Not<br>Indicated |      | Total<br>Reporting |
|------------------------|-----------------------------------|------|-------------------------------------|------|------------------|------|--------------------|
|                        | No.                               | %    | No.                                 | %    | No.              | %    |                    |
| Business ed.           | 26                                | 41.3 | 32                                  | 50.8 | 5                | 7.9  | 63                 |
| English                | 91                                | 92.9 | 6                                   | 6.1  | 1                | 1.0  | 98                 |
| Foreign lang.          | 19                                | 33.3 | 31                                  | 54.4 | 7                | 12.3 | 57                 |
| Household arts         | 20                                | 76.9 | 5                                   | 19.2 | 1                | 3.8  | 26                 |
| Indus. arts            | 12                                | 52.2 | 9                                   | 39.1 | 2                | 8.7  | 23                 |
| Mathematics            | 29                                | 51.8 | 26                                  | 46.4 | 1                | 1.8  | 56                 |
| Phys. ed. &<br>Health  | 12                                | 52.2 | 9                                   | 39.1 | 2                | 8.7  | 23                 |
| Science                | 47                                | 58.8 | 30                                  | 37.5 | 3                | 3.8  | 80                 |
| Soc. studies           | 64                                | 90.1 | 7                                   | 9.9  |                  |      | 71                 |
| Voc. ed.               | 16                                | 66.7 | 8                                   | 33.3 |                  |      | 24                 |
| Math.-science          | 13                                | 56.5 | 8                                   | 34.8 | 2                | 8.7  | 23                 |
| English-soc. st.       | 17                                | 94.4 | 1                                   | 5.6  |                  |      | 18                 |
| Others                 | 70                                | 68.0 | 29                                  | 28.2 | 4                | 3.9  | 103                |
| Total<br>reporting     | 436                               | 65.6 | 201                                 | 30.2 | 28               | 4.2  | 665                |



reported that they were making a substantial effort to interest students in using library materials. The greatest effort in this direction was claimed by teachers of English, social studies, household arts, and vocational education. Slightly more than one-half of the teachers of science, industrial arts, physical education and health, and mathematics claimed that they were making a substantial effort to interest students in using library materials. Least effort was reported by teachers of foreign languages and business education.

Table XXXV reveals the extent to which teachers reported encouraging students to read beyond the minimum curriculum requirements in their major teaching areas. Again, teachers of English, social studies, household arts, and vocational education showed up extremely well but teachers of science also ranked high. In fact, the majority of all teachers, even 50 percent of teachers of mathematics, reported encouraging students to read "frequently " or "occasionally" beyond minimum requirements of the curriculum. Of all teachers, 36.5 percent reported that they "frequently" encouraged reading beyond minimum requirements and an additional 43.0 percent that they "occasionally" did so.

As opportunities to introduce students to reading for pleasure exist to a large extent in literature, it is not unusual that 78.6 percent of English teachers reported that they frequently attempt to encourage students to read for pleasure (Appendix Table A-XXIX). More significantly, a majority of teachers of all subjects reported attempting to stimulate pupil interest at least occasionally and a substantial percentage said they did so frequently. Teachers who most often reported they did so





TABLE XXXV

NUMBER AND PERCENT OF TEACHERS REPORTING THAT THEY ENCOURAGE STUDENTS  
TO READ BEYOND MINIMUM CURRICULUM REQUIREMENTS, BY MAJOR  
TEACHING AREA

| Major Teaching Area    | No. and Percent of Teachers Who Encourage Students |              |             |            |               | Total Reporting |
|------------------------|--|--------------|-------------|------------|---------------|-----------------|
|                        | Frequently   | Occasionally | Seldom      | Never      | Not Indicated |                 |
| Business ed.           | 18<br>28.6%  | 21<br>33.3%  | 14<br>22.2% | 7<br>11.1% | 3<br>4.8%     | 63              |
| English                | 64<br>65.4%  | 31<br>31.6%  | 3<br>3.1%   |            |               | 98              |
| Foreign lang.          | 10<br>17.5%  | 31<br>54.4%  | 8<br>14.0%  | 5<br>8.8%  | 3<br>5.3%     | 57              |
| Household arts         | 11<br>42.3%  | 12<br>46.2%  | 2<br>7.7%   |            | 1<br>3.8%     | 26              |
| Industrial arts        | 6<br>26.1%   | 10<br>43.5%  | 6<br>26.1%  | 1<br>4.3%  |               | 23              |
| Mathematics            | 5<br>8.9%  | 23<br>41.1%  | 17<br>30.4% | 8<br>14.3% | 3<br>5.4%     | 56              |
| Phys. ed. & Health     | 4<br>17.4%   | 12<br>52.2%  | 4<br>17.4%  | 2<br>8.7%  | 1<br>4.3%     | 23              |
| Science                | 24<br>30.0%  | 44<br>55.0%  | 12<br>15.0% |            |               | 80              |
| Social studies         | 40<br>56.3%  | 26<br>36.6%  | 4<br>5.6%   |            | 1<br>1.4%     | 71              |
| Vocational Education   | 8<br>33.3%   | 13<br>54.2%  |             | 2<br>8.3%  | 1<br>4.2%     | 24              |
| Mathematics-science    | 4<br>17.4%   | 12<br>52.2%  | 6<br>26.1%  | 1<br>4.3%  |               | 23              |
| English-social studies | 9<br>50.0%   | 9<br>50.0%   |             |            |               | 18              |
| Others                 | 40<br>38.8%  | 42<br>40.8%  | 9<br>8.7%   | 5<br>4.9%  | 7<br>6.8%     | 103             |
| Total reporting        | 243<br>36.5%                                       | 286<br>43.0% | 85<br>12.8% | 31<br>4.7% | 20<br>3.0%    | 665             |



frequently were teachers of English (78.6 percent), social studies (42.3 percent), foreign languages (31.6 percent), mathematics (28.6 percent), and business education (27.0 percent). Only five percent of respondents indicated they never attempted to interest students in reading for pleasure.

### III. ACTUAL USE TEACHERS AND STUDENTS MAKE OF THE LIBRARY

#### Extent to Which the Library is Used in the Instructional Program

A generally positive attitude of high school teachers toward the library in the school may be interpreted in the statistic that 80.3 percent of the teacher respondents felt either that the library contributed extensively or that it could contribute much more (Table XXXVI). Opinion that the library contributed extensively to the instructional program was voiced by 34.3 percent of the teachers surveyed; opinion that the library contributed some but could do much more was indicated by another 46.0 percent of the respondents. The fact that almost one-half of the teacher respondents expected more from the library does suggest major weaknesses existed in the library service even in the better school libraries in the province in 1964. These weaknesses are indicated in Chapter X.

That the usefulness of the school library is hindered in a majority of Alberta school libraries is evident from Appendix Table A-XXX. Reporting on the role of the library in the total instructional program of the school, 52.7 percent of all schools felt the library contributed some but could contribute much more. Although satisfaction was higher in schools of larger high school enrolment, even in the two highest enrolment groups, 500-999 and 1,000 and above, only 25.0 percent and 35.7





TABLE XXXVI

NUMBER AND PERCENT OF TEACHERS REPORTING THE ROLE THE LIBRARY IS FULFILLING IN THE INSTRUCTIONAL PROGRAM OF THE SCHOOL, BY MAJOR TEACHING AREA

| Major Teaching Area  | Contributes Extensively to Instructional Program |      | Contributes Some but Could Do Much More |      | Contributes Very Little Other Than Serving as a Materials Acct'g Center |      | Don't Know |      | Not Indicated |     | Total Reporting |
|----------------------|--|------|---|------|---|------|------------|------|---------------|-----|-----------------|
|                      | No.  | %    | No.                                     | %    | No.   | %    | No.        | %    | No.           | %   |                 |
| Business education   | 23   | 36.5 | 26                                      | 41.3 | 7   | 11.1 | 4          | 6.3  | 3             | 4.8 | 63              |
| English              | 35   | 35.7 | 47                                      | 49.0 | 15  | 15.3 | 1          | 1.0  |               |     | 98              |
| Foreign languages    | 16   | 28.1 | 26                                      | 45.6 | 8   | 14.0 | 5          | 8.8  | 2             | 3.5 | 57              |
| Household arts       | 13   | 50.0 | 9                                       | 34.6 |   |      | 2          | 7.7  | 2             | 7.7 | 26              |
| Industrial arts      | 9  | 39.1 | 12                                      | 52.2 | 1   | 4.3  |            |      |               |     | 23              |
| Mathematics          | 19   | 33.9 | 27                                      | 48.2 | 9   | 16.1 | 1          | 1.8  |               |     | 56              |
| Phys. ed. & health   | 8  | 34.8 | 12                                      | 52.2 | 2   | 8.7  |            |      | 1             | 4.3 | 23              |
| Science              | 30   | 37.5 | 33                                      | 41.3 | 12  | 15.0 | 3          | 3.8  | 2             | 2.5 | 80              |
| Social studies       | 29   | 40.8 | 32                                      | 45.1 | 9   | 12.7 |            |      | 1             | 1.4 | 71              |
| Vocational ed.       | 8  | 33.3 | 9                                       | 37.5 | 2   | 8.3  | 3          | 12.5 | 2             | 8.3 | 24              |
| Mathematics-science  | 4  | 17.4 | 14                                      | 60.9 | 4   | 17.4 | 1          | 4.3  |               |     | 23              |
| English-soc. studies | 6  | 33.3 | 9                                       | 50.0 | 2   | 11.1 | 1          | 5.6  |               |     | 18              |
| Others               | 28   | 27.2 | 50                                      | 48.5 | 16  | 15.5 | 8          | 7.8  | 1             | 1.0 | 103             |
| Total reporting      | 228  | 34.3 | 306                                     | 46.0 | 87  | 13.1 | 30         | 4.5  | 14            | 2.1 | 665             |



percent respectively of the schools felt that the library contributed extensively to the instructional program. Schools of the two smallest high school enrolment groups, below 50 and 50-99, were most critical of the library being little more than a materials accounting center, a situation reported by slightly more than one-third of the schools in each of these two enrolment groups.

Appendix Table A-XXXI indicates the extent of pupil use of the library, apart from study hall use, as reported by school library personnel. Only 39.7 percent of all schools reported the use to be at least satisfactory but more secondary schools were satisfied than were elementary-secondary schools. Considered by enrolment, a majority of secondary schools were satisfied with pupil use of the library only in enrolment size groups 900-1,000 and 1,300 and above. Similarly, a majority of elementary-secondary schools in only the two highest enrolment groups reported satisfaction with the use made of the library.

In spite of the apparent general feeling of librarians that libraries were not being utilized to the extent that they might be, a majority of teachers in each of ten subject areas claimed the library was making some contribution to the instructional program (Table XXXVI). The particular ways in which teachers stated they were actually utilizing the services of the library are presented in the following paragraphs.

Just as a large percentage of schools (46.9 percent) reported that class visits to the library were practically non-existent (see Chapter VIII, Section II, page 127), a large percentage of teacher respondents, 75.4 percent, reported that class visits were seldom or never planned





with the librarian (Table XXXVII). Teachers of English and social studies more so than teachers of all other subjects either frequently or occasionally planned class visits to the library but at the same time one-third of English teachers and two-thirds of social studies teachers seldom or never planned class visits to the library. It is noteworthy that slightly more than ten percent of teachers of business education, mathematics-science, and industrial arts reported planning class visits to the library at least occasionally.

When asked whether they encourage students to spend portions of the class time in the library for study and reading, 62.6 percent of the teachers replied that they never did so (Table XXXVIII). The two reasons offered most frequently for not encouraging students to spend class time in the library were that the teaching area did not require students to use the library and that students had enough other opportunity to use the library. A majority of teachers of only two subjects--English and social studies--stated they encouraged students to spend class time in the library either frequently or occasionally. In both of these subject areas only slightly more than one-half of the teachers indicated they encourage students to spend class time in the library.

Student use of library materials on a class-wide basis can proceed in two general ways: a class may go to the library to use library materials or a class may use library materials that are on loan to the teacher in the classroom. Appendix Table A-XXXII shows that the latter arrangement was reported by 53.8 percent of the teachers. Thus, in regular class periods it appears that students more frequently had the opportunity





TABLE XXXVII

NUMBER AND PERCENT OF TEACHERS REPORTING FREQUENCY OF PLANNING, WITH LIBRARIAN, CLASS VISITS TO THE LIBRARY TO STIMULATE PUPILS TO DEVELOP SKILLS AND READING TASTES, BY MAJOR TEACHING AREA

| Major Teaching Area | Number and Percent of Teachers Who Plan Class Visits with Librarian |              |             |              |               | Total Reporting  |
|---------------------|---|--------------|-------------|--------------|---------------|------------------|
|                     | Frequently  | Occasionally | Seldom      | Never        | Not Indicated |                  |
| Business education  |   | 8<br>13.8%   | 11<br>19.0% | 37<br>63.8%  | 2<br>3.4%     | 58               |
| English             | 7<br>9.1%   | 39<br>50.6%  | 7<br>9.1%   | 20<br>26.0%  | 4<br>5.2%     | 77               |
| Foreign languages   | 2<br>4.1%   | 4<br>8.2%    | 3<br>6.1%   | 38<br>77.6%  | 2<br>4.1%     | 49               |
| Household arts      |   | 2<br>10.0%   | 2<br>10.0%  | 14<br>70.0%  | 2<br>10.0%    | 20               |
| Industrial arts     |   | 2<br>11.1%   | 5<br>27.8%  | 11<br>61.1%  |               | 18               |
| Mathematics         | 1<br>2.3%   | 2<br>4.7%    | 4<br>9.3%   | 36<br>83.7%  |               | 43               |
| Phys. ed. & Health  |   | 2<br>10.0%   | 2<br>10.0%  | 15<br>75.0%  | 1<br>5.0%     | 20               |
| Science             |   | 4<br>6.5%    | 13<br>21.0% | 44<br>71.0%  | 1<br>1.6%     | 62               |
| Social studies      | 1<br>1.6%   | 18<br>29.5%  | 13<br>21.3% | 28<br>45.9%  | 1<br>1.6%     | 61               |
| Vocational ed.      | 1<br>4.2%   | 1<br>4.2%    | 4<br>16.7%  | 17<br>70.8%  | 1<br>4.2%     | 24               |
| Math.-science       | 1<br>6.3%   | 1<br>6.3%    | 4<br>25.0%  | 10<br>62.5%  |               | 16               |
| English-Soc. st.    |   | 6<br>46.2%   | 3<br>23.1%  | 4<br>30.8%   |               | 13               |
| Others              | 5<br>6.7%   | 7<br>9.3%    | 21<br>28.0% | 38<br>50.7%  | 4<br>5.3%     | 75               |
| Total Reporting     | 18<br>3.4%  | 96<br>17.9%  | 92<br>17.2% | 312<br>58.2% | 18<br>3.4%    | 536 <sup>a</sup> |

<sup>a</sup>Excludes teachers reporting no librarian in school.



TABLE XXXVIII

NUMBER AND PERCENT OF TEACHERS REPORTING ENCOURAGEMENT OF STUDENTS TO SPEND CLASS TIME IN LIBRARY, AND REASONS  
FOR NOT ENGAGING IN THIS PRACTICE, BY MAJOR TEACHING AREA

| Major Teaching Area    | Number and Percent of Teachers Who Encourage Students To Spend Class Time in Library |              | Number and Percent of Teachers Who Do Not Encourage Students to Spend Class Time in Library Because: |                            |       |                                  |   |       | Other Reasons | Not Indicated | Total Reporting |
|------------------------|--|--------------|--|----------------------------|-------|----------------------------------|---|-------|---------------|---------------|-----------------|
|                        | Frequently   | Occasionally | Admin. Regulations Prohibit  | Crowded Library Conditions |       | Enough Other Opport. To Use Lib. | Subject Students Doesn't Would Use Require Time For Meeting Friends |       |               |               |                 |
|                        |  |              |  |                            |       |                                  |   |       |               |               |                 |
| Business education     | 4  | 11           | 1  | 1                          | 13    | 28                               | 1   | 3     | 1             | 1             | 63              |
| English                | 6.3%   | 17.5%        | 1.6%   | 1.6%                       | 20.6% | 44.4%                            | 1.6%  | 4.8%  | 1.6%          | 1.6%          |                 |
|                        | 17   | 37           | 7  | 13                         | 13    |                                  | 3   | 4     | 4             | 4             | 98              |
| Foreign languages      | 17.3%  | 37.8%        | 7.1%   | 13.3%                      | 13.3% |                                  | 3.1%  | 4.1%  | 4.1%          | 4.1%          |                 |
|                        | 1  | 8            | 1  | 2                          | 7     | 35                               |   | 1     | 2             | 2             | 57              |
| Household arts         | 1.8%   | 14.0%        | 1.8%   | 3.5%                       | 12.3% | 61.4%                            |   | 1.8%  | 3.5%          | 3.5%          |                 |
|                        | 1  | 4            | 1  |                            | 6     | 7                                |   | 5     | 2             | 2             | 26              |
| Industrial arts        | 3.8%   | 15.4%        | 3.8%   |                            | 23.1% | 26.9%                            |   | 19.2% | 7.7%          | 7.7%          |                 |
|                        |  | 3            |  | 2                          | 9     | 5                                |   | 3     | 1             | 1             | 23              |
| Mathematics            |  | 13.0%        |  | 8.7%                       | 39.1% | 21.7%                            |   | 13.0% | 4.3%          | 4.3%          |                 |
|                        | 1  | 10           | 1  | 1                          | 7     | 30                               | 1   | 3     | 2             | 2             | 56              |
| Phys. ed. & health     | 1.8%   | 17.9%        | 1.8%   | 1.8%                       | 12.5% | 53.6%                            | 1.8%  | 5.4%  | 3.6%          | 3.6%          |                 |
|                        | 1  | 4            |  | 1                          | 4     | 9                                | 2   | 1     | 1             | 1             | 23              |
| Science                | 4.3%   | 17.4%        |  | 4.3%                       | 17.4% | 39.1%                            | 8.7%  | 4.3%  | 4.3%          | 4.3%          |                 |
|                        | 4  | 18           | 3  | 8                          | 28    | 7                                | 1   | 9     | 2             | 2             | 80              |
| Social studies         | 5.0%   | 22.5%        | 3.8%   | 10.0%                      | 35.0% | 8.8%                             | 1.3%  | 11.3% | 2.5%          | 2.5%          |                 |
|                        | 11   | 29           | 4  | 8                          | 12    |                                  | 3   | 4     |               |               | 71              |
| Vocational education   | 15.5%  | 40.8%        | 5.6%   | 11.3%                      | 16.9% |                                  | 4.2%  | 5.6%  |               |               |                 |
|                        | 2  | 7            | 1  | 1                          | 5     | 1                                |   | 6     | 1             | 1             | 24              |
| Mathematics-science    | 8.3%   | 29.2%        | 4.2%   | 4.2%                       | 20.8% | 4.2%                             |   | 25.0% | 4.2%          | 4.2%          |                 |
|                        |  | 7            |  | 3                          | 5     | 4                                | 1   | 2     | 1             | 1             | 23              |
| English-social studies |  | 30.4%        |  | 13.0%                      | 21.7% | 17.4%                            | 4.3%  | 8.7%  | 4.3%          | 4.3%          |                 |
|                        | 2  | 7            | 2  | 2                          | 5     |                                  |   |       |               |               | 18              |
| Others                 | 11.1%  | 38.9%        | 11.1%  | 11.1%                      | 27.8% |                                  |   |       |               |               |                 |
|                        | 13   | 22           | 6  | 10                         | 13    | 16                               | 4   | 11    | 8             | 8             | 103             |
| Total reporting        | 12.6%  | 21.4%        | 5.8%   | 9.7%                       | 12.6% | 15.5%                            | 3.9%  | 10.7% | 7.8%          | 7.8%          |                 |
|                        | 57   | 167          | 27   | 52                         | 127   | 145                              | 18  | 47    | 25            | 25            | 665             |
|                        | 8.6%   | 25.1%        | 4.1%   | 7.8%                       | 19.1% | 21.8%                            | 2.7%  | 7.1%  | 3.8%          | 3.8%          |                 |





to use references in the classroom rather than in the library. Classroom loan collections from the library were reported available by a majority of teachers in several subject areas--household arts, vocational education, industrial arts, business education, social studies, science, and foreign languages. Fewer than one-half of the teachers of three subject areas--English, physical education and health, and mathematics--reported having a classroom collection but, as has already been noted, the majority of English teachers did report making class visits to the library.

Unless teachers consult with the librarians as they plan their lessons, teachers may not plan their work in such a way as to utilize the available resources and indeed may not even become aware that certain resources are available. In turn, the librarian will not be in as good a position to assist students or to suggest supplementary reading. Table XXXIX shows that only 9.5 percent of teachers consulted with the librarian frequently and 30.4 percent occasionally, and slightly more than 50.0 percent seldom or never did so. Teachers of social studies, English, and household arts most often reported that they frequently or occasionally consulted with the librarian. However, teachers who stated that they seldom or never consulted with the librarian included sixty or more percent of the teachers of business education, vocational education, foreign languages, mathematics, science, industrial arts, and physical education and health.

Table XL reveals that 57.4 percent of all teachers reported either frequent or occasional assignments requiring their students to use library



TABLE XXXIX

NUMBER AND PERCENT OF TEACHERS REPORTING FREQUENCY WITH WHICH THEY CONSULT LIBRARIAN WHEN PLANNING NEW UNITS OF WORK, BY MAJOR TEACHING AREA

| Major Teaching Area  | Number and Percent of Teachers Who Consult with Librarian |              |              |              |               | Total Reporting  |
|----------------------|---|--------------|--------------|--------------|---------------|------------------|
|                      | Frequently  | Occasionally | Seldom       | Never        | Not Indicated |                  |
| Business education   | 2<br>3.4%   | 13<br>22.4%  | 15<br>25.9%  | 25<br>43.1%  | 3<br>5.2%     | 58               |
| English              | 14<br>18.2%   | 32<br>41.6%  | 14<br>18.2%  | 7<br>9.1%    | 10<br>13.0%   | 77               |
| Foreign languages    | 2<br>4.1%   | 10<br>20.4%  | 7<br>14.3%   | 24<br>49.0%  | 6<br>12.2%    | 49               |
| Household arts       | 4<br>20.0%  | 5<br>25.0%   | 1<br>5.0%    | 8<br>40.0%   | 2<br>10.0%    | 20               |
| Industrial arts      | 2<br>11.1%  | 4<br>22.2%   | 5<br>27.8%   | 6<br>33.3%   | 1<br>5.6%     | 18               |
| Mathematics          | 2<br>4.7%   | 12<br>27.9%  | 6<br>14.0%   | 21<br>48.8%  | 2<br>4.7%     | 43               |
| Phys. ed. & health   | 1<br>5.0%   | 7<br>35.0%   | 3<br>15.0%   | 9<br>45.0%   |               | 20               |
| Science              | 2<br>3.2%   | 18<br>29.0%  | 14<br>22.6%  | 24<br>38.7%  | 4<br>6.5%     | 62               |
| Social studies       | 11<br>18.0%   | 27<br>44.3%  | 12<br>19.7%  | 9<br>14.8%   | 2<br>3.3%     | 61               |
| Vocational education | 1<br>4.2%   | 4<br>16.7%   | 8<br>33.3%   | 8<br>33.3%   | 3<br>12.5%    | 24               |
| Math.-science        | 1<br>6.3%   | 2<br>12.5%   | 7<br>43.8%   | 5<br>31.3%   | 1<br>6.3%     | 16               |
| English-soc.st.      | 3<br>23.1%  | 2<br>15.4%   | 3<br>23.1%   | 3<br>23.1%   | 2<br>15.4%    | 13               |
| Others               | 6<br>8.0%   | 27<br>36.0%  | 17<br>22.7%  | 21<br>28.0%  | 4<br>5.3%     | 75               |
| Total reporting      | 51<br>9.5%  | 163<br>30.4% | 112<br>20.9% | 170<br>31.7% | 40<br>7.5%    | 536 <sup>a</sup> |

<sup>a</sup>Excludes teachers reporting no librarian in school.



TABLE XL

NUMBER AND PERCENT OF TEACHERS REPORTING FREQUENCY OF CLASS ASSIGNMENTS REQUIRING STUDENT USE OF LIBRARY MATERIALS, BY MAJOR TEACHING AREA

| Major Teaching Area    | Frequently<br>No. % | Occasionally<br>No. % | Seldom<br>No. % | Never<br>No. % | Not Indicated<br>No. % | Total<br>Reporting |
|------------------------|---------------------|-----------------------|-----------------|----------------|------------------------|--------------------|
| Business education     | 3 4.8               | 20 31.8               | 22 34.9         | 18 28.6        |                        | 63                 |
| English                | 36 36.7             | 52 53.1               | 9 9.2           | 1 1.0          |                        | 98                 |
| Foreign languages      | 3 5.3               | 9 15.8                | 23 40.4         | 21 36.8        | 1 1.8                  | 57                 |
| Household arts         | 7 26.9              | 17 65.4               | 2 7.7           |                |                        | 26                 |
| Industrial arts        | 1 4.3               | 11 47.8               | 7 30.4          | 4 17.4         |                        | 23                 |
| Mathematics            | 1 1.8               | 10 17.9               | 27 48.2         | 18 32.1        |                        | 56                 |
| Phys. ed. & health     | 1 4.3               | 10 43.5               | 6 26.1          | 6 26.1         |                        | 23                 |
| Science                | 3 3.8               | 36 45.0               | 32 40.0         | 9 11.3         |                        | 80                 |
| Social studies         | 22 31.0             | 43 60.6               | 6 8.5           |                |                        | 71                 |
| Vocational education   | 3 12.5              | 11 45.8               | 5 20.8          | 5 20.8         |                        | 24                 |
| Mathematics-science    | 2 8.7               | 10 43.5               | 6 26.1          | 4 17.4         | 1 4.3                  | 23                 |
| English-social studies | 7 38.9              | 8 44.4                | 1 5.6           | 1 5.6          | 1 5.6                  | 18                 |
| Others                 | 13 12.6             | 43 41.7               | 35 34.0         | 9 8.7          | 3 2.9                  | 103                |
| Total reporting        | 102 15.3            | 280 42.1              | 181 27.2        | 96 14.4        | 6 0.9                  | 665                |





materials. Frequent or occasional assignments were indicated by a majority of teachers in several subjects--household arts (92.3 percent), social studies (91.6 percent), English (89.8 percent), vocational education (58.3 percent), industrial arts (52.1 percent). Science teachers (48.8 percent) made assignments far more infrequently than might be expected. Frequent or occasional assignments requiring the use of library materials were least commonly reported by teachers of mathematics, foreign languages, and business education.

Appendix Table A-XXXIII shows that 24.4 percent of teachers reported frequent use of professional materials available in their school libraries and another 41.0 percent made occasional use of them. Teachers in the various subject areas differed little in the extent to which they at least occasionally used professional materials.

A comparison of the responses of subject teachers to several of the questions relative to library use that have been discussed, tends to divide teachers of the ten subject areas into three groups according to their use of library services. These three groupings appear below, with the subject areas ranked according to the percentage of teachers responding favorably to each of five different areas of library service:



| Subject Area                              | Attitudes of Teachers Toward Library Service                       |  |   |   |   |
|---|--|--|---|---|---|
|   | 1<br>Believe Library<br>Materials Essen-<br>tial or Impor-<br>tant | 2<br>Rate Library<br>Materials<br>Good to<br>Excellent | 3<br>Make Assign.<br>Which Require<br>Library Use<br>Fre. or Occ. | 4<br>Try Frequent-<br>ly to Interest<br>Pupils in<br>Using Library<br>Materials | 5<br>Encourage<br>Pupils to Read<br>Beyond Minimum<br>Curr. Require.<br>Frequently or<br>Occasionally |
| English                                   | 99   | 56   | 90  | 93  | 97  |
| Social Studies                            | 96   | 58   | 92  | 90  | 93  |
| Household Ec.                             | 62   | 69   | 92  | 77  | 89  |
| M A J O R U S E R S                       |  |  |   |   |   |
| Science                                   | 64   | 44   | 49  | 59  | 85  |
| Vocational Education                      | 54   | 50   | 58  | 67  | 88  |
| Industrial Arts                           | 48   | 44   | 52  | 52  | 70  |
| Phys. Ed. & Health                        | 35   | 44   | 48  | 52  | 70  |
| P O T E N T I A L L Y L A R G E U S E R S |  |  |   |   |   |
| Business Education                        | 27   | 40   | 37  | 41  | 62  |
| Mathematics                               | 22   | 41   | 20  | 52  | 50  |
| Foreign Languages                         | 20   | 33   | 21  | 33  | 72  |
| M I N O R U S E R S                       |  |  |   |   |   |

Teachers of English, social studies, and household arts appeared to be major users of library service. Teachers of these three subjects ranked highest (1) in every case but one in the degree to which they attributed importance to library materials (the exception was that science teachers attached slightly more importance to library materials than did household arts teachers), (2) in the rating they gave the quality of materials pertaining to their subject areas that were available in their school libraries, (3) in the frequency with which they made class assignments requiring students to use library materials, (4) in the effort made by individual teachers to motivate and interest pupils in using library materials, and (5) in the frequency with which they





encouraged students to read beyond minimum curriculum requirements.

Teachers in three other subject areas--foreign languages, mathematics, and business education--tended to regard library materials as relatively unimportant to effective teaching of their subject areas. In the other four aspects of library service referred to above, teachers of these three subject areas, with one exception, ranked the lowest in their opinions concerning library services. (The exception was that foreign language teachers ranked higher than teachers of science, industrial arts, and physical education and health in their belief that they encouraged students to read beyond minimum curriculum requirements.) Thus, teachers in these three subject areas may be classified as minor users of the school library.

Responses of teachers in the other subject areas, namely science, vocational education, industrial arts, and physical education and health, occupied intermediary positions with but two exceptions. Science teachers attached slightly more importance to library materials than did home economics teachers; and teachers of science, industrial arts, and physical education and health were slightly inferior to teachers of foreign languages in their claim that they encouraged students to read beyond minimum curriculum requirements.

Seventy percent or more of the teachers in each of the subject areas of science, vocational education, industrial arts, and physical education and health indicated they encouraged students to read beyond minimum curriculum requirements in their subject areas. However, in the four other aspects of library service being considered in this comparison,



as listed in the table on page 151, only about one-half of the teachers of these subjects responded favorably. Exceptions to this median position were that only one-third of the teachers of physical education and health regarded library materials as essential or important, and that approximately two-thirds of the teachers of vocational education claimed they made a substantial effort to interest pupils in using library materials. However, on the basis of the majority of responses by teachers of science, vocational education, industrial arts, and physical education and health, these four subject areas appeared to have the greatest potential for increased use of the library.

Extent to Which the Library is Used as a Study Hall

School libraries were reported used as study halls one-quarter time or more in 51.8 percent of all elementary-secondary and secondary schools with central libraries (Table XLI). Libraries were reported used as study halls with the following frequency:

| <u>Period of Time When the Library<br/>is Used as a Study Hall</u> | <u>Percent of Libraries<br/>Reporting</u> |
|--|---|
| All the time   | 22.5%                                     |
| Three-quarters of the time   | 5.0                                       |
| One-half of the time   | 8.1                                       |
| One-quarter of the time  | 16.2                                      |

Schools making most frequent use of the library as a study hall had high school enrolments of 200-499. Among schools in this enrolment group, the library was used as a study hall all of the time in 45.5 percent of the schools and one-quarter of the time or more in 63.0 percent of the schools.



TABLE XLI

NUMBER AND PERCENT OF SCHOOLS REPORTING USE OF SCHOOL LIBRARIES AS  
STUDY HALLS, BY SENIOR HIGH SCHOOL ENROLMENT

| Extent of Use of<br>Library as<br>Study Hall | Number and Percent of Schools, by<br>Enrolment in Senior High Grades,<br>Reporting Use of Library |             |             |             |             |                 | Total<br>Report-<br>ing |
|--|---|-------------|-------------|-------------|-------------|-----------------|-------------------------|
|  | Below<br>50   | 50-<br>99   | 100-<br>199 | 200-<br>499 | 500-<br>999 | 1,000 &<br>Over |                         |
| All the time                                 | 5<br>11.4%  | 13<br>17.8% | 11<br>20.4% | 15<br>45.5% | 1<br>25.0%  | 5<br>35.7%      | 50<br>22.5%             |
| About $\frac{3}{4}$ of the time              | 1<br>2.3%   | 2<br>2.7%   | 6<br>11.1%  | 2<br>6.1%   |             |                 | 11<br>5.0%              |
| About $\frac{1}{2}$ of the time              | 6<br>13.6%  | 4<br>5.5%   | 4<br>7.4%   | 4<br>12.1%  |             |                 | 18<br>8.1%              |
| About $\frac{1}{4}$ of the time              | 9<br>20.5%  | 11<br>15.1% | 11<br>20.4% | 3<br>9.1%   | 2<br>50.0%  |                 | 36<br>16.2%             |
| Not used as study hall                       | 18<br>40.9%   | 42<br>57.5% | 20<br>37.0% | 8<br>24.2%  | 1<br>25.0%  | 9<br>64.3%      | 98<br>44.1%             |
| Not indicated                                | 5<br>11.4%  | 1<br>1.4%   | 2<br>3.7%   | 1<br>3.0%   |             |                 | 9<br>4.1%               |
| Total reporting                              | 44  | 73          | 54          | 33          | 4           | 14              | 222                     |





There is little question that the fairly extensive use of libraries as study halls in Alberta schools in 1964 imposed serious restrictions on the availability of the library for research purposes. By scheduling students with study periods to the library without regard to whether or not they would utilize the resources of the library, undoubtedly many students located there were there without any desire or need to use the library resources. At the same time, because study students would be occupying physical space in the library, students located elsewhere in the school, perhaps in various classes, might be unable to gain access to the library even though they might wish to use the resources of the library. One common weakness of Alberta school libraries identified by school library personnel (reported in Chapter X) was the lack of use of libraries for research purposes.

#### IV. SUMMARY

Library materials were considered essential by 27.1 percent of teacher respondents and important by another 32.9 percent. A majority of teachers of English, social studies, and household arts considered library materials important to effective teaching; a majority of teachers of mathematics, foreign languages, physical education and health, business education, and industrial arts regarded library materials to be of limited importance.

The quality of materials available in the library was evaluated most highly by teachers of household arts, English, and social studies--a rating that corresponds with their regard for the importance of library materials. Similarly, teachers who expressed least satisfaction with the



library materials available--teachers of foreign languages, mathematics, physical education and health, science, industrial arts, and business education--tended to rate the library materials of limited importance.

Teachers who attached the greatest importance to the use of library materials generally were inclined to recommend the greatest number of books for purchase.

Only eight percent of teacher respondents indicated their teacher training included instruction, at least as a definite part of a university course, in the role and function of the library.

A program for developing pupil skill in the use of the library materials was reported by only 33.3 percent of all schools and by a majority of schools in only the two highest enrolment groups.

Nearly one hundred percent of the teacher respondents believed that students should be instructed in how to use library materials; as well, two-thirds of them felt a personal responsibility for assisting with the instruction. Not only a majority of teachers of English and social studies but a majority of teachers of industrial arts, science, household arts, business education, and mathematics signified a personal responsibility in this regard.

A majority of teachers in all subjects except business education and foreign languages reported they were making a substantial effort to interest students in using library materials. A majority of teachers in all subjects reported encouraging students to read beyond minimum curriculum requirements. A majority of teachers in all subjects except industrial arts indicated they frequently or occasionally attempted to





interest students in reading for pleasure. A majority of teacher respondents in all subjects believed that the library contributed in some way to the instructional program, however, only 34.3 percent said the library contributed extensively.

The inadequacy of the service of the school library is evident from the 52.7 percent of schools which stated that the library contributed materially to the total instructional program but could do much more. Even in schools of the largest high school enrolment groups--500-999 and 1,000 and above--only 25.0 percent and 35.7 percent respectively of the schools reported the library contributed extensively to the instructional program. Only 39.7 percent of all school respondents (librarians and other persons responsible for the library) reported the use of the library to be at least satisfactory; a majority of librarians in only the two largest enrolment groups (900 and above) were satisfied with the use made of the school library.

Although the majority of teacher respondents thought highly of the importance of the library and expressed the feeling they were encouraging students to use the library, the librarians' assessment of the way in which the library was utilized suggests deficiencies in this regard. The responses of subject teachers to questions designed to gauge the extent to which actual use was made of the library bears out this feeling.

Among all teachers, 75.4 percent signified that class visits were seldom or never planned with the librarian; teachers who reported not engaging in class visits included 35.1 percent of English teachers, 67.2 percent of social studies teachers, and 53.9 percent of English-social



studies teachers. At the same time more than ten percent of teachers of business education, mathematics-science, foreign languages, and industrial arts reported planning class visits to the library at least occasionally.

A majority of teachers of only two subject areas--English and social studies--stated they encouraged students to spend portions of class time in the library. In all, 62.6 percent of the teachers indicated they never permitted students to do so, primarily because the teaching area did not require students to use the library or because students had sufficient other opportunities to visit the library.

Slightly more than one-half of the teacher respondents reported having a loan collection from the library available in the classroom for class use. Thus, students had more opportunity in regular class periods to use references in the classroom than in the library.

Slightly more than one-half of all teachers reported they seldom or never consulted with the librarian. Without such consultation teachers might not have utilized or even become aware that certain library resources relating to their lessons were available in their libraries.

Frequent or occasional assignments requiring students to use library materials were reported by 57.4 percent of the teacher respondents, including a majority of teachers of household arts, English, social studies, vocational education and industrial arts.

A majority of teachers of all subject areas reported they at least occasionally used professional materials available in their school libraries.

Major users of the library were teachers of English, social



studies, and household arts. Potentially large users were teachers of vocational education, science, industrial arts, physical education and health. Minor users of the library were teachers of business education, mathematics, and foreign languages.

There is some evidence that the regard and use of the library by subject teachers related more to the quality of the library materials that were available in a subject than to content of the subject not being readily adaptable to utilization of library materials.

In many schools the library services were restricted because of use of the library as a study hall. School libraries were reported used as study halls one-quarter time or more in 51.8 percent of all central libraries in elementary-secondary and secondary schools.





## CHAPTER X

### STRENGTHS AND WEAKNESSES IN ALBERTA SCHOOL LIBRARIES AS VIEWED BY LIBRARIANS AND HIGH SCHOOL TEACHERS

This chapter summarizes the school library services of 1964 which were regarded as most helpful and most in need of improvement as reported by: (1) librarians or other persons in charge of the central libraries in elementary-secondary and secondary schools, and (2) senior high school teachers employed in each school with the largest library in each school system.

#### I. STRENGTHS AND WEAKNESSES IN BOOK STOCK

Chapter IV noted that a considerably higher percentage of elementary-secondary and secondary schools regarded the quality of their leisure reading to be superior to that of their references (Table XII, page 78). More precisely, whereas almost two-thirds of elementary-secondary schools and three-quarters of secondary schools identified their fiction as "very good" or "satisfactory," a little more than one-third of elementary-secondary schools and just over one-half of secondary identified their reference books as "very good" or "satisfactory."

The subject areas reported by librarians to be best represented in elementary-secondary school libraries were social studies and science, and in secondary school libraries, social studies and English (Appendix Table A-XXXIV).



Asked to signify which subject areas needed better representation (Appendix Table A-XXXV), about 50 percent of librarians singled out each of art, mathematics, and foreign languages. The largest percentage of secondary schools indicated the need to strengthen selections in science (46.6 percent), mathematics (37.5 percent), and foreign languages (37.5 percent).

## II. GENERAL STRENGTHS IN LIBRARIES

Table XLII indicates the library services or facilities mentioned most frequently by high school teachers as contributing most to their teaching. The largest percentage of teachers, 46.8 percent, regarded the supply of references and leisure reading books as most helpful. Other services or facilities which many teachers found helpful were: (1) periodicals; (2) films, filmstrips, slides, and projectors; (3) supplementary reference books or class sets for use in the classroom; and (4) a helpful, efficient librarian who taught library skills.

## III. GENERAL WEAKNESSES IN LIBRARIES

Table XLIII reports the library services or facilities which teachers felt were most in need of improvement. The most felt need, mentioned by 26.2 percent of the teachers, was a larger number of up-to-date reference books. Other matters mentioned most frequently in need of attention were: (1) a trained librarian, full or part-time; (2) extended facilities, including reading area, listening room, viewing room, and so on; (3) increased use of the library for research (which would be assisted





TABLE XLII

NUMBER AND PERCENT OF TEACHERS REPORTING SCHOOL LIBRARY SERVICES OR FACILITIES WHICH CONTRIBUTE MOST TO THEIR TEACHING, BY HIGH SCHOOL ENROLMENT

| Services or Facilities Found Most Helpful   | Number and Percent of Teachers, by Enrolment in Senior High School, Reporting |             |             |             |             |              | All Enrolment |
|---|---|-------------|-------------|-------------|-------------|--------------|---------------|
|   | Below 50  | 50-99       | 100-199     | 200-499     | 500-999     | 1,000 & Over |               |
| Supply of reference & Leisure reading books   | 7<br>63.6%  | 35<br>49.3% | 80<br>48.8% | 87<br>44.8% | 5<br>20.0%  | 77<br>38.5%  | 311<br>46.8%  |
| Periodicals   |   | 5<br>7.0%   | 7<br>9.9%   | 19<br>11.3% | 4<br>16.0%  | 21<br>10.5%  | 56<br>8.4%    |
| Films, filmstrips, slides, & projectors   | 1<br>9.1%   | 2<br>2.8%   | 5<br>3.0%   | 13<br>6.7%  | 5<br>20.0%  | 19<br>9.5%   | 45<br>6.8%    |
| Supplementary reference books for use in classrooms; maintaining & distributing class sets of books |   | 4<br>5.6%   | 8<br>4.9%   | 12<br>6.2%  | 1<br>4.0%   | 19<br>9.5%   | 44<br>6.6%    |
| Helpful, efficient librarian; one who teaches library skills  |   | 4<br>5.6%   | 7<br>9.9%   | 3<br>1.5%   | 12<br>48.0% | 17<br>8.5%   | 43<br>6.5%    |
| Easy accessibility; regular library periods   |   | 1<br>1.4%   | 5<br>3.0%   | 2<br>1.0%   | 1<br>4.0%   | 8<br>4.0%    | 17<br>2.6%    |
| Professional materials; teacher's reference shelf   |   |             | 4<br>2.4%   | 3<br>1.5%   | 1<br>4.0%   | 8<br>4.0%    | 16<br>2.4%    |
| Attractive facilities; displays, etc.; special work areas   |   | 1<br>1.4%   | 4<br>2.4%   | 2<br>1.0%   |             | 4<br>2.0%    | 11<br>1.7%    |
| Efficient library organization (catalogued books, etc.)   |   | 1<br>1.4%   | 3<br>1.8%   | 2<br>1.0%   |             | 4<br>2.0%    | 10<br>1.5%    |
| Phonograph records  |   | 2<br>2.8%   |             | 1<br>0.5%   |             | 3<br>1.5%    | 6<br>0.9%     |
| Total reporting   | 11  | 71          | 164         | 194         | 25          | 200          | 665           |



TABLE XLIII

NUMBER AND PERCENT OF TEACHERS REPORTING SCHOOL LIBRARY SERVICES OR FACILITIES WHICH MOST NEED IMPROVEMENT, BY HIGH SCHOOL ENROLMENT

| Services or Facilities Which Need Most Improvement                    | Number and Percent of Teachers, by Enrolment in Senior High School, Reporting |             |             |             |            |              | All Enrolment |
|---|---|-------------|-------------|-------------|------------|--------------|---------------|
|   | Below 50  | 50-99       | 100-199     | 200-499     | 500-999    | 1,000 & Over |               |
| More up-to-date reference books                                       | 6<br>54.5%  | 24<br>33.8% | 52<br>31.7% | 59<br>30.4% | 3<br>12.0% | 29<br>14.5%  | 174<br>26.2%  |
| Trained librarian, full or part-time                                  | 3<br>27.3%  | 29<br>40.8% | 44<br>26.8% | 36<br>18.0% |            | 7<br>3.5%    | 119<br>17.9%  |
| Extended facilities; reading room, listening room, viewing room, etc. | 2<br>18.2%  | 21<br>29.6% | 10<br>6.1%  | 17<br>10.3% | 1<br>4.0%  | 13<br>6.5%   | 64<br>9.6%    |
| Increased use of library for research; more accessibility of library  |   | 3<br>4.2%   | 17<br>10.4% | 13<br>6.7%  |            | 6<br>3.0%    | 39<br>5.9%    |
| Fiction--more, mature   |   | 2<br>2.8%   | 10<br>6.1%  | 14<br>7.2%  |            | 5<br>2.5%    | 31<br>4.7%    |
| Better organization (shelving, indexing, checking system)             | 2<br>18.2%  | 5<br>7.0%   | 9<br>12.7%  | 9<br>4.6%   |            | 2<br>1.0%    | 27<br>4.1%    |
| Avoid use of library as study hall, lunch room, or social center      |   | 1<br>1.4%   | 3<br>4.2%   | 9<br>4.6%   |            | 12<br>6.0%   | 25<br>3.8%    |
| Films, filmstrips, slides, & projectors                               |   |             |             | 6<br>3.1%   | 2<br>8.0%  | 10<br>5.0%   | 18<br>2.7%    |
| Clerical assistance for librarian                                     |   |             | 2<br>1.2%   | 1<br>0.5%   | 6<br>24.0% | 6<br>3.0%    | 15<br>2.3%    |
| Periodicals   | 1<br>9.1%   |             | 1<br>0.6%   | 4<br>2.1%   |            | 7<br>3.5%    | 13<br>2.0%    |
| Class lots of references and novels                                   |   |             | 2<br>1.2%   | 1<br>0.5%   | 1<br>4.0%  | 7<br>3.5%    | 11<br>1.7%    |
| Professional publications   |   |             | 2<br>1.2%   | 3<br>1.5%   |            | 4<br>2.0%    | 9<br>1.4%     |
| Greater central control of all books & audio-visual aids              |   |             | 1<br>0.6%   | 2<br>1.0%   | 1<br>4.0%  | 1<br>0.5%    | 5<br>0.8%     |



TABLE XLIII (Continued)

| Services or Facilities Which Need Most Improvement | Number and Percent of Teachers, by Enrolment in Senior High School, Reporting |       |           |           |         |              | All Enrolment |
|--|---|-------|-----------|-----------|---------|--------------|---------------|
|  | Below 50  | 50-99 | 100-199   | 200-499   | 500-999 | 1,000 & Over |               |
| Recordings (tape and phono)                        |   |       | 2<br>1.2% | 1<br>0.5% |         | 2<br>1.0%    | 5<br>0.8%     |
| Book lists   |   |       |           | 1<br>0.5% |         | 2<br>1.0%    | 3<br>0.5%     |
| Maps & charts                                      |   |       | 1<br>0.6% | 1<br>0.5% |         | 1<br>0.5%    | 3<br>0.5%     |
| Students informed on library skills and techniques |   |       | 1<br>0.6% |           |         | 1<br>0.5%    | 2<br>0.3%     |
| Faster processing of new books                     |   |       |           |           |         | 2<br>1.0%    | 2<br>0.3%     |
| Total reporting                                    | 11  | 71    | 164       | 194       | 25      | 200          | 665           |





in some schools by greater accessibility of the library); (4) more fiction, especially more mature fiction; (5) better organization, including shelving, indexing and book checking; and (6) avoiding use of the library as a study hall, lunch room, or social center.

The needs in school libraries identified most frequently by high school teachers were also examined to determine the size of school in which each need was most strongly felt. The need for more up-to-date references and a trained librarian were reported mostly by high school teachers in schools with fewer than five hundred senior high school students; the need for extended facilities was reported mainly by teachers in schools with fewer than one hundred senior high school students; and avoiding extraneous use of the library, in schools with one thousand or more senior students.

The most pressing needs in school libraries which were identified by high school teachers, and which are reported above, compare closely with the needs in elementary-secondary and secondary school libraries as reported by library personnel in these schools. The library facilities and services reported by librarians to be most in need of improvement and the percentage of schools reporting each of these needs follows: (1) trained full-time or part-time librarian or assistant, 40.0 percent; (2) enlarged space or facilities, 33.3 percent; (3) larger selection or number of books, 24.8 percent; (4) teacher-pupil use of the library for research, 14.0 percent.

School library problems were most diverse in schools with enrollments of 150-599 and included in addition to the above needs, the following:



having better organization of library materials; providing more library equipment; teaching library skills in an organized program; avoiding use of the library as a study hall, lunch room, or other non-library purpose; engaging clerical help; centralizing library resources to a greater extent, and in this regard, convincing teachers of the desirability of centralization.

A lack of information to set up and operate the library efficiently was recognized most frequently by schools of enrolment sizes 150-299, 300-599, and 600-899, in that order (Table XLIV).

The school library facilities and services reported by elementary-secondary and secondary schools to be most in need of improvement (Table XLV) are summarized below for schools of each enrolment size group:

| <u>Enrolment<br/>Size</u> | <u>Library Facilities and Services Reported Most in<br/>Need of Improvement</u> |
|---------------------------|---|
| Under 150                 | Enlarged space  |
| 150-299 &<br>300-599      | Trained full-time or part-time librarian or<br>assistant, and enlarged space    |
| 600-899                   | Teacher-pupil use of the library for research                                   |
| 900-1,299                 | Enlarged space and teacher-pupil use of the<br>library for research             |
| 1,300 and over            | Trained full-time or part-time librarian or<br>assistant.                       |

Asked to rank the seriousness of various factors which restrict library service--including four given factors but given the opportunity to write in others--schools with enrolments 150-299 identified the leading problem to be a shortage of suitable personnel; schools with enrolments 300-599 singled out the lack of accommodation slightly more





TABLE XLIV

NUMBER AND PERCENT OF SCHOOLS REPORTING AREAS IN WHICH THERE IS A LACK OF SUFFICIENT INFORMATION TO SET UP AND OPERATE THE SCHOOL LIBRARY EFFICIENTLY, BY ENROLMENT OF SCHOOL

| Areas in Which Library Information is Lacking    | Number and Percent of Schools, by Enrolment, Reporting Lack of Information |             |             |            |            |             |             |
|--|--|-------------|-------------|------------|------------|-------------|-------------|
|  | Under 150  | 150-299     | 300-599     | 600-899    | 900-1299   | 1300 & Over | All Enrol.  |
| Preparation of shelf list for inventory purposes | 1<br>16.7%   | 20<br>25.3% | 29<br>28.7% | 5<br>27.8% | 1<br>9.1%  |             | 56<br>25.2% |
| Card cataloguing of books                        | 1<br>16.7%   | 21<br>26.6% | 25<br>24.8% | 4<br>22.2% | 2<br>18.2% |             | 53<br>23.9% |
| Classification of books                          | 1<br>16.7%   | 25<br>31.6% | 22<br>21.8% | 3<br>16.7% |            | 1<br>14.3%  | 52<br>23.4% |
| Selection of books and periodicals               |  | 20<br>25.3% | 24<br>23.8% | 4<br>22.2% | 1<br>9.1%  |             | 49<br>22.1% |
| Preparation of accession records                 |  | 21<br>26.6% | 20<br>19.8% | 2<br>11.1% |            |             | 43<br>19.4% |
| Circulation methods                              | 1<br>16.7%   | 17<br>21.5% | 19<br>18.8% | 2<br>11.1% |            |             | 39<br>17.6% |
| Total schools                                    | 6  | 79          | 101         | 18         | 11         | 7           | 222         |



TABLE XLV

NUMBER AND PERCENT OF SCHOOLS REPORTING VARIOUS LIBRARY FACILITIES AND SERVICES MOST IN NEED OF IMPROVEMENT, BY ENROLMENT OF SCHOOL

| Library Facilities and Services Most In Need of Improvement  | Number and Percent of Schools, By Enrolment, Reporting |             |             |            |            |             | All Enrolment |
|--|--|-------------|-------------|------------|------------|-------------|---------------|
|  | Under 150  | 150-299     | 300-599     | 600-899    | 900-1299   | 1300 & Over |               |
| Trained full-time, part-time or assistant librarian  | 2<br>33.3%   | 37<br>46.8% | 43<br>42.6% | 3<br>16.7% |            | 4<br>57.1%  | 89<br>40.0%   |
| Enlarged space, facilities   | 4<br>66.7%   | 22<br>27.8% | 41<br>40.6% | 2<br>11.1% | 3<br>50.0% | 2<br>28.6%  | 74<br>33.3%   |
| Larger selection or number of books  | 1<br>16.7%   | 24<br>30.4% | 25<br>24.8% | 3<br>16.7% | 1<br>16.7% | 1<br>14.3%  | 55<br>24.8%   |
| Teacher-pupil use of library for research  | 1<br>16.7%   | 6<br>7.6%   | 15<br>14.9% | 5<br>27.8% | 3<br>50.0% | 1<br>14.3%  | 31<br>14.0%   |
| Better organization of materials (card catalogue, checking system etc.)                                  | 1<br>16.7%   | 8<br>10.1%  | 16<br>15.8% | 2<br>11.1% |            |             | 27<br>12.2%   |
| Library equipment (study tables, pamphlet file, individual booths, etc.)                                 | 1<br>16.7%   | 8<br>10.1%  | 9<br>8.9%   | 3<br>16.7% | 1<br>16.7% | 1<br>14.3%  | 23<br>10.4%   |
| Program to teach library skills  |  | 3<br>3.8%   | 7<br>6.9%   | 1<br>5.6%  | 1<br>16.7% |             | 12<br>5.4%    |
| Avoid use of library for study hall, lunch room, etc.  |  | 3<br>3.8%   | 6<br>5.9%   |            |            |             | 9<br>4.1%     |
| Clerical help  |  | 1<br>1.3%   | 2<br>2.0%   | 3<br>16.7% | 1<br>16.7% | 1<br>14.3%  | 8<br>3.6%     |
| Greater centralization of books and other library resources; convincing teachers of desirability of this | 1<br>16.7%   | 1<br>1.3%   | 1<br>1.0%   |            |            |             | 3<br>1.4%     |
| Total schools  | 6  | 79          | 101         | 18         | 11         | 7           | 222           |



frequently than the shortage of suitable personnel; and schools of enrolment size 600-899 listed the lack of finances as the leading problem (Table XLVI). Larger schools made little differentiation in identifying the restricting nature of various factors affecting library service. Among all schools, the shortage of suitable personnel was mentioned most frequently as the most serious problem and the lack of accommodation as the second most restricting factor.

#### IV. SUMMARY

Both elementary-secondary and secondary schools with centralized libraries evaluated the selection of references far less favorably than they did the selection of fiction. The subject areas considered best represented were social studies and science in elementary-secondary schools and social studies and English in secondary schools. Those areas regarded most in need of strengthening were art, mathematics, and foreign languages in elementary-secondary schools and science, mathematics, and foreign languages in secondary schools.

Library services found most helpful by high school teachers were reported to be: (1) the stock of references and leisure reading; (2) periodicals; (3) films, filmstrips, slides, and projectors; (4) supplementary reference books or class sets for use in the classroom; and (5) a helpful, efficient librarian.

Library services which high school teachers mentioned most frequently in need of improvement were: (1) more up-to-date references; (2) trained librarian; (3) extended facilities; (4) increased use of the





TABLE XLVI  
NUMBER AND PERCENT OF SCHOOLS RANKING SERIOUSNESS OF VARIOUS FACTORS WHICH RESTRICT LIBRARY SERVICES  
BY ENROLMENT OF SCHOOL

| Factors Which Restrict Lib. Service | Ranking of Seriousness | Number and Percent of Schools, By Enrolment, Reporting |                |                |                |                 |                  |                |                  |                |   | 1300 & Up<br>No. | 1300 & Up<br>% | All Enrolments<br>No. | All Enrolments<br>% |
|-------------------------------------|------------------------|--|----------------|----------------|----------------|-----------------|------------------|----------------|------------------|----------------|---|------------------|----------------|-----------------------|---------------------|
|                                     |                        | Under 150<br>No.                                       | 150-299<br>No. | 300-599<br>No. | 600-899<br>No. | 900-1299<br>No. | 1300 & Up<br>No. | 1300 & Up<br>% | 1300 & Up<br>No. | 1300 & Up<br>% |   |                  |                |                       |                     |
| Shortage of suitable personnel      | 1                      |  | 23             | 29.1           | 21             | 20.8            | 2                | 11.1           | 1                | 9.1            | 1 | 14.3             | 48             | 21.6                  |                     |
|                                     | 2                      | 2  | 16             | 20.3           | 13             | 12.9            | 2                | 11.1           | 2                | 18.2           | 1 | 14.3             | 36             | 16.2                  |                     |
|                                     | 3                      |  | 5              | 6.3            | 9              | 8.9             |                  |                |                  |                |   |                  | 14             | 6.3                   |                     |
|                                     | 4                      | 1  | 5              | 6.3            | 8              | 7.9             | 1                | 5.6            |                  |                |   |                  | 15             | 6.8                   |                     |
| Lack of accommodation               | 1                      | 3  |                |                |                |                 |                  |                |                  |                |   |                  |                |                       |                     |
|                                     | 2                      |  | 11             | 13.9           | 21             | 20.8            |                  |                | 1                | 9.1            | 1 | 14.3             | 37             | 16.7                  |                     |
|                                     | 3                      | 1  | 7              | 8.9            | 17             | 16.8            | 2                | 11.1           |                  |                | 1 | 14.3             | 27             | 12.2                  |                     |
|                                     | 4                      |  | 9              | 11.4           | 8              | 7.9             | 1                | 5.6            | 1                | 9.1            |   |                  | 20             | 9.0                   |                     |
| Lack of finances                    | 1                      |  | 8              | 10.1           | 8              | 7.9             |                  |                |                  |                |   |                  | 16             | 7.2                   |                     |
|                                     | 2                      |  | 12             | 15.2           | 16             | 15.8            | 6                | 33.3           | 1                | 9.1            | 1 | 14.3             | 36             | 16.2                  |                     |
|                                     | 3                      | 1  | 12             | 15.2           | 7              | 6.9             |                  |                |                  |                |   |                  | 20             | 9.0                   |                     |
|                                     | 4                      | 2  | 8              | 10.1           | 13             | 12.9            | 2                | 11.1           | 1                | 9.1            | 1 | 14.3             | 27             | 12.2                  |                     |
| Need for supervisory assistance     | 1                      | 1  | 10             | 12.7           | 16             | 15.8            | 1                | 5.6            |                  |                |   |                  | 28             | 12.6                  |                     |
|                                     | 2                      | 1  | 10             | 12.7           | 10             | 9.9             |                  |                |                  |                |   |                  | 21             | 9.5                   |                     |
|                                     | 3                      | 1  | 12             | 15.2           | 21             | 20.8            | 1                | 5.6            | 1                | 9.1            |   |                  | 36             | 16.2                  |                     |
|                                     | 4                      | 1  | 14             | 17.7           | 15             | 14.9            | 2                | 11.1           |                  |                |   |                  | 32             | 14.4                  |                     |
| Total schools                       |                        | 6  | 79             |                | 101            |                 | 18               |                | 11               |                | 7 |                  | 222            |                       |                     |



library for research, (5) more fiction, (6) better organization, and (7) avoiding extraneous use of the library, especially as a study hall.

Smaller schools reported they were hampered by a lack of information to set up and operate the library efficiently.

The most pressing needs in school library facilities and services were identified by school librarians to be more trained full-time and part-time librarians, enlarged space or facilities, larger selection of books, and use of the library for research by teachers and pupils.





## CHAPTER XI

### SOME COMPARISONS OF ALBERTA SCHOOL LIBRARIES, 1957 AND 1964

This chapter compares as far as possible the findings of the 1964 library study with those reported for 1957 in a library study conducted by a committee of the Elementary School Curriculum Committee.<sup>1</sup>

#### I. FREQUENCY OF OCCURRENCE OF CENTRAL LIBRARIES

Whereas the 1957 Alberta school library study identified central libraries in 270 schools, representing 32.0 percent of all schools in all the systems surveyed, the 1964 study revealed central libraries were provided in 460 schools or 51.1 percent of all schools in the systems surveyed.

As the 1957 study surveyed all rural school systems (divisions) but public and Catholic separate systems in large urban centers only, data for those urban systems in 1964 which would be comparable with urban systems in 1957 were also examined. Accordingly, among all rural systems (divisions and counties) and public and Catholic separate systems in large urban centers only, central libraries were provided in 1964 in

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<sup>1</sup>Library Subcommittee, Elementary School Curriculum Committee, "Report of the Library Subcommittee" (Edmonton: Department of Education, 1959, mimeographed). The committee's report deals separately with libraries in (1) schools in divisions (rural unit s), (2) schools in the five largest public districts--Edmonton, Calgary, Lethbridge, Medicine Hat, and Jasper Place--and (3) schools in the three largest Catholic separate districts--Edmonton, Calgary, and Jasper Place.



420 schools or 50.1 percent of all schools in these systems. Using this more equitable basis of comparison, about one-half of all schools in 1964 were still provided with central libraries as opposed to about one-third of the schools in 1957.

In 1957 the percentage of schools with central libraries varied from 25.9 percent of rural schools to 52.8 percent of urban public schools to 29.8 percent of urban Catholic separate schools. In 1964, comparable figures for the percentage of schools with central libraries were 49.6 percent in rural areas (divisions and counties collectively), 54.3 percent in large urban public districts, and 29.2 percent in large Catholic separate districts. Only in the case of rural schools was the percentage of schools with central libraries significantly higher in 1964 than in 1957. However, the improved percentage of rural schools with central libraries may be attributed in part to the disappearance of one-room and other small schools through centralization of schools. Even so, if one overlooks the 189 one-room schools reported in rural areas in the 1957 study, the 150 rural schools with central libraries represented 38.5 percent of the remaining 390 rural schools. Or if one considers only the rural schools with six classrooms or more (a size of school in which a central library is a necessity according to the ALA and a size of school which actually applied to all schools in the urban public systems which were surveyed), then the 114 rural schools with centralized libraries represented 50.9 percent of the 224 rural schools with six classrooms or more in 1957. On this basis, the rural schools with centralized libraries in 1957 compare favorably with the 52.8 percent of urban public schools





with central libraries in the same year.

For 1964, the 49.6 percent of schools with central libraries in rural areas (divisions and counties) is almost equivalent to the 54.3 percent of schools with central libraries in large urban public systems. However, since the percentages are based on all schools, regardless of size, and rural systems in 1964 still likely had a considerably higher proportion of small schools than did large urban systems, there is still ample justification for saying that central libraries were being provided more frequently in rural areas than in urban systems in the period 1957-1964.

The percentage of schools with central libraries in urban Catholic separate systems changed little between 1957 (29.8 percent) and 1964 (29.2 percent) and remained well below that for other systems. Even when the percentage of schools with central libraries was determined for Catholic separate schools with six classrooms or more in 1957, only 35.6 percent were provided with central libraries. Although the percentage of schools with fewer than six classrooms probably declined between 1957 and 1964, the percentage of schools with central libraries remained about the same.

## II. LIBRARY PROCEDURES

Centralized school libraries were apparently more standardized in library procedures in 1964 than in 1957. Whereas in 1957 only fifty-four of 270 centralized libraries (20.0 percent) were reported to be using the Dewey system of classification, in 1964 a total of 147 of 222 central





libraries (66.2 percent) were reported to have books organized by this system.

Further evidence of better library organization was that card cataloguing was more widely reported in 1964 than in 1957. Whereas in 1957 a total of ninety-six of 270 centralized libraries (35.6 percent) were reported to be card catalogued, in 1964 a total of 165 of 222 centralized libraries (74.3 percent) were reported with this feature of library organization.

However, in making the above comparisons it must be borne in mind that although the 1964 study did obtain from school systems some data pertaining to all centralized school libraries, other data, including the percentage of schools using the Dewey system of classification and that following the practice of card cataloguing, were obtained from a survey of a particular group of central libraries--those located in elementary-secondary and secondary schools instructing one or more senior high school grades. Thus, the comparisons are not entirely equitable.

### III. ESTABLISHMENT GRANTS

Among those school systems which provided establishment grants for libraries in new schools, the mean library grant rose most significantly between 1957 and 1964 in public school systems, advancing from \$70.00 (in the five largest public districts) to \$176.08 (in twelve public districts). Establishment grants for libraries in new schools in rural systems had a mean of \$54.63 in 1957 and means of \$70.63 (in four counties) and \$391.67 (in three divisions) in 1964. Establishment grants



for libraries in new schools in urban Catholic separate systems advanced the least, the mean rising from \$96.66 (in the three largest systems) in 1957 to \$108.92 (in two large and two small systems) in 1964.

Library establishment grants for new, additional classrooms rose from a mean of \$56.16 in rural systems in 1957 to \$135.94 in eight counties and \$97.03 in eight divisions in 1964; from a mean of \$68.75 in the five largest urban public districts in 1957 to \$124.62 in thirteen public districts in 1964; from a mean of \$87.50 in the three largest Catholic separate districts in 1957 to \$105.00 in one large and two small Catholic separate districts in 1964.

#### IV. EXPENDITURE PER PUPIL FOR BOOKS

Expenditures for books increased slowly between 1957 and 1964. Book expenditures in Alberta schools in 1957 were almost \$2.00 per pupil for rural public schools and slightly under \$1.50 for public schools in large urban centers. Mean expenditures in 1964 in divisions (\$2.77) and counties (\$2.17) taken together showed an increase of approximately fifty cents per pupil. Mean book expenditures in large public districts (\$2.25) showed an increase of approximately seventy-five cents per pupil. Thus, even though actual allotments for books in 1964 were still approximately twenty-five cents per pupil higher in rural Alberta than in urban Alberta, increases in the intervening five years were one and one-half times greater in large urban centers than in rural systems and reduced the differential by one-half the amount.

Catholic separate systems with the highest expenditure per pupil





for books in 1957, \$2.18, continued to hold this lead in 1964 when expenditures per pupil were \$2.89.

#### V. PROVISION OF SCHOOL LIBRARIANS

Of the 270 centralized libraries reported in Alberta schools in 1957, thirteen (4.8 percent) were served by librarians employed one-half time or more. Seven of the schools with librarians one-half time or more were located in large urban districts, six in rural systems, and none in Catholic separate districts. Of the 222 central libraries identified in the 1964 study (it must be remembered that these were all central libraries located in elementary-secondary and secondary schools and not central libraries found in schools of all levels), sixty-five (29.3 percent) were identified as served by librarians employed one-half time or more. They included fifty-nine schools with professional persons (teachers or professional librarians) serving as librarians and six schools with non-professional persons in charge of libraries.

The schools with full-time librarians in 1957 numbered only nine (3.3 percent of all schools with central libraries). Six were located in large urban systems, three in rural systems, and none in Catholic separate systems. The schools with one or more full-time librarians in 1964 numbered forty-three (19.5 percent of the schools with central libraries). The forty-three schools with full-time librarians included seven which each had two full-time librarians; these seven schools were all secondary schools enrolling upwards of six hundred pupils.

It is quite obvious that between 1957 and 1964 there was much



impetus toward providing librarians in schools with central libraries but even in 1964 a minority of central libraries had the services of at least one half-time librarian. Schools which did have at least a one-half time librarian in 1964 were most frequently secondary schools with enrolments of six hundred or higher.

## VI. QUALIFICATIONS OF LIBRARIANS

The qualifications of librarians serving centralized libraries in 1957 were such that only two librarians (both in large public systems) had degrees in library science and fourteen others (six in large urban public systems and eight in rural systems) each had at least one university course in library science. The situation in 1964, among 222 centralized libraries in elementary-secondary and secondary schools, was that ten librarians possessed degrees in library science and forty-five other librarians each had at least one university course in library science. For the most part, librarians in 1964 continued to have rather limited training as librarians.

## VII. SUMMARY

Between 1957 and 1964 the percentage of Alberta schools with central libraries increased from 32.0 percent to 51.1 percent. The percentage increase was far greater in rural schools than in urban public schools or urban Catholic separate schools. The percentage of schools with central libraries in urban Catholic separate systems hardly changed during the years 1957-1964 and remained far below that for other school systems.



The Dewey system of classification and card cataloguing of books were two procedures each reported in use by a minority of central libraries in 1957 but employed by a majority of central libraries in 1964.

Establishment grants for libraries in new schools and for schools with new, additional classrooms each increased significantly during the period 1957-1964, especially establishment grants for new schools in public districts (which increased from \$70.00 to \$176.08) and establishment grants for new, additional classrooms in rural systems (which increased from \$56.16 to \$135.94 in counties and to \$97.03 in divisions) and public districts (which increased from \$68.75 to \$124.62).

Between 1957 and 1964 the mean expenditure for books increased approximately fifty cents per pupil in rural Alberta and approximately seventy-five cents in large urban public districts. However, the actual mean allotment per pupil for books in 1964 was still higher in rural Alberta (\$2.77 in divisions and \$2.17 in counties) than in urban public districts (\$2.25). Allotments in Catholic public districts, which rose by seventy cents to \$2.89, continued to be higher than in other types of school systems.

Whereas in 1957 only 4.8 percent of central libraries (among all schools) were served by librarians working at least one-half time, in 1964 29.3 percent of central libraries (among elementary-secondary and secondary schools) were served by librarians working at least as often.

In 1964, as in 1957, a minority of librarians had one or more university courses in library science, although the percentage was increasing. Whereas sixteen librarians in 270 libraries in 1957 had one





or more university courses in library science (two of these had degrees in library science), fifty-five librarians in 222 libraries in 1964 had the same minimum training (ten of these had degrees in library science). Thus, a larger proportion of librarians were better trained in 1964 than in 1957, but even in 1964 the training of the librarians in the majority of central libraries was far less than desirable.



## CHAPTER XII

### EVALUATION OF ADEQUACY OF ALBERTA SCHOOL LIBRARIES IN FACILITIES, RESOURCES, EXPENDITURES, AND PERSONNEL IN TERMS OF THE STANDARDS OF THE AMERICAN LIBRARY ASSOCIATION

In each of four aspects of school libraries--facilities, resources, expenditures, and personnel--this chapter compares the findings of the 1964 survey of central libraries in elementary-secondary and secondary schools of Alberta with the quantitative standards established for school libraries in 1960 by the American Library Association and endorsed for Canada by the Canadian Library Association.<sup>1</sup>

#### I. ADEQUACY OF LIBRARY FACILITIES

The standards which were established by the ALA for school library facilities require that a library of adequate minimum size meet three conditions: (1) seat a minimum of one class group,<sup>2</sup> (2) seat ten percent of the school enrolment, and (3) allow thirty square feet per reader. These standards dictate that the minimum size of a school library be

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<sup>1</sup> Separate standards for school libraries in Canada were not established until January, 1967.

<sup>2</sup> As the standards are no more specific than this, the writer chose to regard "one class group" to be twenty-five students in order to determine whether the size of the school library met this minimum standard. To some persons, the number twenty-five may be somewhat conservative, but it must be remembered that the writer was seeking to evaluate on the basis of "minimum" size.





approximately 750 square feet and extend upward in area according to the enrolment of the school.

Among the 222 central libraries in elementary-secondary and secondary schools which were surveyed in 1964, only 35 percent met all three conditions for minimum floor space reported above (Table XLVII). However, whereas only 20 percent of elementary-secondary school libraries proved to be satisfactory in area according to these standards, the same was true for 60 percent of secondary school libraries.

Applying the same three criteria for library size to schools grouped according to enrolment size, library area was adequate in a majority of secondary schools in two enrolment categories, 150-299 and 300-599, but not in secondary schools of larger or smaller enrolments. The median area was 1,200 square feet in secondary schools enrolling 150-299 pupils and 1,395 square feet in secondary schools enrolling 300-599 pupils. According to the same three criteria, library area was inadequate in a majority of libraries in elementary-secondary schools in all enrolment categories.

Among the special purpose rooms and areas which the ALA standards state are required in the library are listening and viewing areas, conference room, individual study carrels, library classroom, work and office space, stack and storage areas. The extent to which some of these facilities were incorporated in central libraries in Alberta was ascertained in the 1964 study. In that year a minority of both elementary-secondary and secondary school libraries were reported to include a conference room, work room, and office space although facilities for these



TABLE XLVII

NUMBER AND PERCENT OF CENTRAL LIBRARIES WITH ADEQUATE AREA AS MEASURED  
BY STANDARDS OF THE AMERICAN LIBRARY ASSOCIATION,<sup>a</sup> BY LEVEL  
OF SCHOOL AND ENROLMENT

| Level of School          | Number and Percent of Libraries With<br>Adequate Area, by School Enrolment |              |             |             |              |                | All<br>Enrol. |
|--------------------------|--|--------------|-------------|-------------|--------------|----------------|---------------|
|                          | Under<br>150   | 150 -<br>299 | 300-<br>599 | 600-<br>899 | 900-<br>1299 | 1300 &<br>Over |               |
| Elementary-<br>secondary | 0<br>0.0%  | 11<br>22.9%  | 15<br>20.8% | 1<br>12.5%  | 0<br>0.0%    | 0<br>0.0%      | 27<br>20.1%   |
| Secondary                | 0<br>0.0%  | 25<br>80.6%  | 21<br>72.4% | 3<br>33.3%  | 3<br>30.0%   | 1<br>25.0%     | 53<br>60.2%   |
| Both above levels        | 0<br>0.0%  | 36<br>45.6%  | 36<br>35.6% | 4<br>22.2%  | 3<br>27.3%   | 1<br>14.3%     | 80<br>35.1%   |

<sup>a</sup> Adequate area was determined by three criteria included in the standards of the American Library Association, namely, the library should: (1) seat a minimum of one class group (the writer chose to regard this number to be 25), (2) seat ten percent of the school's enrolment, (3) allow thirty square feet per reader.



purposes occurred more frequently in secondary schools than in elementary-secondary schools as may be seen below:

| <u>Library Facility</u> | <u>Percent of Schools Reporting Provision of Library Facility</u> |                          |
|-------------------------|---|--------------------------|
|                         | <u>Elementary-sec. Schools</u>                                    | <u>Secondary Schools</u> |
| Conference room         | 4.5%  | 22.7%                    |
| Office                  | 14.9  | 39.8                     |
| Work room               | 17.9  | 48.9                     |

Furthermore, a substantial minority of central libraries in Alberta schools in 1964 lacked some very basic facilities or equipment. For example, about one-fifth of secondary school libraries and about one-third of elementary-secondary school libraries did not include each of the following facilities or equipment: a charging desk (counter), card catalogue, labelled shelf sections, and reading area. Thus, apart from extending the library facilities to provide special purpose functions as would be the case with a conference room, most central libraries in Alberta in 1964 lacked some essential facilities to permit the library to handle printed materials adequately.

## II. ADEQUACY OF LIBRARY RESOURCES

This section evaluates, in turn, the adequacy of each of books, general magazines, and professional magazines according to the ALA standards.

### Books

The ALA standards of 1960 established that the minimum number of





volumes in a centralized school library in schools enrolling 200-999 students should range between six thousand and ten thousand and in schools with enrolments of one thousand or more there should be ten books per student.

The 1964 library study included 198 central libraries in schools enrolling two hundred or more students, but only one school in this group met the ALA standard for the minimum number of volumes. The one school which did satisfy the criterion, an elementary-secondary school with an enrolment of 375, reported it had 12,500 volumes. No other library in a school of any size or grade level reported nearly as many volumes, the next highest number of volumes reported being 9,112 in a school with an enrolment of 1,600. Although six thousand volumes was established by the ALA as minimum for a school of two hundred enrolment, among the 198 central libraries in elementary-secondary and secondary schools with enrolments of two hundred or more, only fifteen schools (six elementary-secondary and nine secondary) or 7.6 percent of them reported having six thousand or more volumes. Among these fifteen schools, which ranged in enrolment from 375 to 1,851, the median enrolment was 1,250 and the median number of volumes was 7,999.

The median number of volumes in each of elementary-secondary and secondary schools, calculated for all schools in each enrolment category, may be examined in Table XLVIII. In elementary-secondary and secondary schools with enrolments fewer than nine hundred, the median number of volumes in the central library was less than one-half the number recommended as the minimum for the enrolment size of the school. In elementary-



TABLE XLVIII

MEDIAN NUMBER OF VOLUMES LOCATED IN CENTRAL LIBRARIES IN  
ELEMENTARY-SECONDARY AND SECONDARY SCHOOLS AND  
MINIMUM NUMBER OF VOLUMES RECOMMENDED BY  
ALA STANDARDS, BY ENROLMENT OF SCHOOL

| Enrolment of<br>School | Median Number of Volumes in:            |                          | Minimum Number<br>of Volumes Recom-<br>mended by ALA<br>Standards |
|------------------------|---|--------------------------|---|
|                        | Elementary-<br>Secondary<br>School Lib. | Secondary<br>School Lib. |   |
| 150 - 299              | 1,192                                   | 1,256                    | 6,000 - 10,000 <sup>a</sup>                                       |
| 300 - 599              | 2,200                                   | 2,000                    | 6,000 - 10,000  |
| 600 - 899              | 3,800                                   | 2,735                    | 6,000 - 10,000  |
| 900 - 1,299            | 6,663                                   | 5,706                    | 6,000 - 10,999  |
| 1,300 and over         | 8,532                                   | 7,650                    | 13,000  |

<sup>a</sup>In actuality the lower limit for this range in the minimum number of volumes for a school in this enrolment category would likely be somewhat less than 6,000 books as the ALA Standards recommend 6,000 to 10,000 books for schools enrolling 200-999 pupils.





secondary and secondary schools with enrolments of nine hundred or more, the median number of volumes in the central library was slightly more than one-half the number recommended as the minimum for the enrolment size.

The number of books available in Alberta school libraries is well below the minimum of ten books per pupil advocated by the ALA.<sup>3</sup> Among all centralized libraries in elementary-secondary and secondary schools surveyed in 1964, there were only 5.69 books per pupil. Whereas, there were 6.47 volumes per pupil in elementary-secondary schools, there were only 4.95 volumes per pupil in secondary schools. Books were more plentiful in counties and Catholic separate districts, with 6.82 and 6.40 volumes per pupil respectively, than in other types of school systems. The average number of volumes per pupil in other types of school systems were 6.06 in Protestant separate districts, 5.42 in divisions, and 4.76 in public districts.

### General Periodicals

The ALA standards state that schools with enrolments of two hundred or more require the following minimum number of general magazine titles, depending on school level:

| <u>School Level</u>     | <u>Number of Titles Required</u> |
|-------------------------|----------------------------------|
| Grades 1-6 (Elementary) | 25                               |
| Grades 1-8 (Elementary) | 50                               |
| Junior High             | 70                               |
| Senior High             | 120                              |

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<sup>3</sup>Because a basic collection of 6,000 - 10,000 books is recommended in schools enrolling fewer than 1,000 students, the minimum number of books



Of 103 elementary-secondary schools reporting on general periodicals in central libraries in Alberta in 1964, not one met the ALA standard for the minimum number of general periodicals. Only four elementary-secondary schools received twenty or more general periodicals with the highest number of titles reported to be twenty-eight. The median number of general periodicals for all 103 elementary-secondary schools was only four.

Of sixty-four secondary schools reporting on general periodicals in their central libraries, only one met the minimum standard of 120 or more titles. The next closest schools to this minimum were nine secondary schools which each had 55-100 titles. Only twenty-one of the sixty-four secondary schools received twenty or more general periodicals. The median number of general periodicals for all sixty-four secondary schools was only five.

Appendix Table A-XXXVI provides further data on the median number of general periodicals in elementary-secondary and secondary schools, by enrolment size of the school.

### Professional Periodicals

The ALA standards recommend 25-50 titles of professional magazines in the central library of all schools. Among the central libraries surveyed, only two secondary schools, which reported twenty-five and thirty

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per pupil recommended actually ranges from thirty to ten books per pupil for schools with enrolments of 200-999 and is ten books per pupil for schools with enrolments of one thousand or more.





titles respectively, attained the minimum standard for the number of professional titles. The number of schools which reported receiving ten or more professional titles included only one elementary-secondary school and ten secondary schools. The median number of professional periodicals was two for all elementary-secondary schools and four for all secondary schools. It is thus readily apparent that professional periodicals in most central libraries of Alberta schools in 1964 were relatively scarce and were far from meeting the ALA standard. The median number of professional periodicals in elementary-secondary and secondary schools, by enrolment size of the school, is reported in Appendix Table A-XXXVII.

### III. ADEQUACY OF LIBRARY EXPENDITURES

According to the ALA standards, expenditure for library books should be a minimum of four to six dollars per pupil.

The mean expenditure per pupil for books in 1963-64 was \$2.48 in all school systems in Alberta. Thus, total book expenditure was only one-half that called for in the standard. Expenditures per pupil for books attained the minimum only in Protestant separate districts (four dollars). Expenditures per pupil for books in other systems were \$2.89 in Catholic separate districts, \$2.77 in divisions, \$2.25 in large public districts, \$2.17 in counties, and \$2.12 in small public districts.

The standards also stipulate that a minimum of one percent of the total per pupil instructional cost should be allocated to the purchase of audio-visual materials and that this expenditure should range from two to six dollars per pupil. The 1964 library study did not identify





the total expenditure on audio-visual materials but did identify the expenditure for one common audio-visual material, namely, filmstrips. The mean expenditure for filmstrips was thirty-eight cents for all school systems, an amount which is hardly a fair share of the two to six dollars minimum recommended for all audio-visual materials.

Expenditures per pupil for filmstrips, by type of school system, was forty-seven cents in divisions, forty-five cents in small public districts, thirty-seven cents in counties, twenty-six cents in large public districts, and twenty-eight cents in Catholic separate districts.

#### IV. ADEQUACY OF LIBRARY PERSONNEL

Basically, the ALA standards call for one full-time librarian for every three hundred students but recommend a full-time librarian for schools with two hundred to three hundred students and one additional librarian for every four hundred students where the enrolment exceeds nine hundred.<sup>4</sup>

The 1964 survey revealed that 222 central libraries in elementary-secondary and secondary schools in Alberta in 1964 were served by only fifty full-time librarians of whom only twenty-seven had one or more university courses in library science. Because of the small number of full-time librarians, the writer chose to compare the ratio of librarians who served half-time or more and who had one or more university courses in library science to the number of pupils enrolled in the schools with

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<sup>4</sup>Where audio-visual materials are integrated with the library, a full-time assistant is recommended for each six hundred students.



central libraries. On this basis, the ratio of librarians to enrolment, by type of school system, was as follows:

| <u>School System</u>        | <u>Ratio of Librarians to Pupils</u> |
|-----------------------------|--------------------------------------|
| Counties                    | 1 : 1,665                            |
| Public Districts            | 1 : 1,938                            |
| Divisions                   | 1 : 3,080                            |
| Catholic Separate Districts | 1 : 6,913                            |

For all school systems, the ratio was one librarian for 2,209 students. All of these ratios are well beyond the suggested figure of one librarian for every three hundred pupils recommended by the ALA.

#### V. SUMMARY

In terms of the ALA standards library area was inadequate in the majority of elementary-secondary schools in all enrolment categories and inadequate in a majority of secondary schools in all but two enrolment size groups--150-299 and 300-599. In each of these two enrolment categories, the area of the majority of central libraries met three important criteria: to seat a minimum of twenty-five students, to seat ten percent of the school enrolment, and to allow thirty square feet per reader. These three conditions were met by only 35 percent of all central libraries surveyed in 1964, but varied from 20 percent of libraries in elementary-secondary schools to 60 percent of libraries in secondary schools.

A library collection of six thousand or more books--the minimum recommended for a school with an enrolment of two hundred--was reported by





only 7.6 percent of all schools enrolling two hundred or more pupils which had a central library. In most central libraries the number of volumes was approximately one-half that required to meet the minimum standard of the ALA. Although the ALA standards call for a very minimum of ten books per student, among all central libraries in elementary-secondary and secondary schools in Alberta in 1964, elementary-secondary schools had only 6.47 books per pupil but were better stocked than secondary schools, with 4.95 books per pupil. The stock of books in 1964 would almost need to be doubled to attain the minimum ALA standard.

With the median number of general periodicals being only four in elementary-secondary schools and five in secondary schools, the number of periodicals in most schools in 1964 would need to be multiplied many times to attain the minimum of seventy titles in junior high schools and 120 titles in senior high schools recommended by the ALA standards.

The number of professional periodicals reported contained in central libraries in 1964 had a median of two in elementary-secondary schools and four in secondary schools, far below the recommended minimum of twenty-five to fifty titles for every school.

Expenditures for books in all school systems in Alberta in 1963-1964 averaged \$2.48, about one-half of the recommended minimum expenditure of from four to six dollars.

Instead of having one full-time librarian for every three hundred pupils as recommended by the ALA, there was one librarian working half-time or more for every 2,209 students in schools with central libraries.

Thus, it has been shown that in four essential aspects of school



libraries--facilities, resources, expenditures, and personnel--central libraries in Alberta in 1964 were far from attaining the minimum standards advocated by the American Library Association.



## CHAPTER XIII

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### I. SUMMARY AND CONCLUSIONS

School libraries in Alberta have made considerable strides in recent years, especially since 1959 when library space was recognized by the Department of Education for building grant purposes, but school libraries in 1964 were still far from meeting the ALA standards of 1960 and, in fact, were just beginning to gain recognition as indispensable to the instructional program of the school.

In 1964 about one-half of all Alberta schools were provided with centralized libraries in some form and two-thirds of Alberta students attended schools with centralized libraries. However, centralized libraries in some schools were of questionable status. An examination of data pertaining to centralized libraries in elementary-secondary and secondary schools with six or more teachers--all schools warranting central libraries according to the ALA standards--revealed that many so-called central libraries were extremely limited in area or were located in parts of the school which had primary functions other than library service. Slightly more than one-half of the responding schools, including 41.0 percent of elementary-secondary schools and 83.1 percent of secondary schools, reported having fully centralized libraries of six hundred square feet or more, used primarily for library purposes. In fact, comparison of the median area of centralized libraries with the





minimum area recommended by the ALA standards, for each of several enrolment size groups, revealed that the majority of libraries in elementary-secondary schools in all enrolment categories and the majority of secondary libraries in all but two enrolment categories--150-299 and 300-599--failed to meet the minimum standard in library area. Thus, it is not surprising that only 37.9 percent of the responding schools reported satisfaction with the library facilities.

School systems varied greatly in their criteria as to when to include a central library in a school. One-quarter of the systems felt enrolment was not a factor, that all new schools and additions should include central libraries. For nearly one-half of the systems which did specify an enrolment which they considered necessary before including a central library in a school, the median enrolment was two hundred pupils, a reasonable size in terms of the ALA standards. However, school systems tended to be governed by regulations of the School Building Board in determining the size of the library. Few school systems indicated familiarity with the library standards of the ALA and, judging by the data reported for the actual size of central libraries in Alberta schools, few were attaining the minimum standards of area suggested by the ALA, namely, to seat one class group, to seat ten percent of the enrolment of the school, and to allow thirty square feet per reader.

Centralized school libraries contained only 5.69 volumes per pupil in 1964, about one-half as many as the minimum called for in the ALA standards. Central libraries were more deficient in references than leisure reading. In order to attain the standard of ten books per pupil,



allotments for book purchases needed to be increased substantially.

The mean library book expenditure increased very slowly from approximately \$2.00 for rural school systems in 1957 to nearly \$2.50 in 1964 and from less than \$1.50 in large urban public districts to \$2.25 in 1964. The actual increase was one and one-half times as great in large urban districts as in divisions and counties but in 1964 rural Alberta was still ahead by approximately twenty-five cents per pupil. The mean library book allotment for all systems in 1964 was \$2.48 but many school systems indicated that the scale of allotments for books was under revision and would soon be revised upward. Considering all library expenditures together, expenditure per pupil in 1964 was \$3.98 representing 0.91 percent of the total school budget. Considerably more money would have to be made available for books and other library materials to equal the minimum allotments recommended by the ALA standards.

The most serious deficiencies in school library facilities and services in 1964 were identified by library personnel in elementary-secondary and secondary schools to be, in rank order of seriousness, the need for: (1) more trained librarians, (2) enlarged space and facilities, (3) larger book selection, (4) greater use of the library for research by teachers and pupils. These areas in which library facilities and services needed to be improved in 1964, according to the survey of library personnel in elementary-secondary and secondary schools, correspond closely with those most frequently mentioned in the survey of high school teachers, namely: (1) more up-to-date references, (2) trained





librarian, (3) extended facilities, (4) increased use of the library for research, (5) more fiction, (6) better organization, (7) avoiding extraneous use of the library, especially study hall use.

The majority of central libraries in 1964 were under the charge of regular classroom teachers engaged in teaching more than half-time. Many of these teacher-librarians performed their library duties on an extracurricular basis outside of regular school hours. Slightly fewer than one-half of the elementary-secondary and secondary schools with centralized libraries had the services of at least a quarter-time librarian, and of all librarians serving at least quarter-time, fewer than one-half had at least one course in library science. In most school libraries, librarians had too little time for library work, were engaged in menial tasks, and lacked the training to permit them to organize the library on a scientific basis, let alone to teach library skills, to operate the library as a research center for pupils and teachers, and to assist teachers with planning their lessons by selecting appropriate library materials, printed and in other forms. In view of the above deficiencies it is no wonder that slightly more than one-half of all elementary-secondary and secondary schools with central libraries reported that the library contributed some to the instructional program but could do much more. Similarly, a majority of teachers in all subject areas reported they believed the library contributed in some way but only one-third said it contributed extensively.

Few school systems were able to offer any criteria whereby they determined when to hire full-time and part-time librarians and, for the



most part, responses offered were inconsistent with standards of the ALA. Systems which did maintain some criteria often engaged a full-time librarian only if a school had senior high school status and a minimum of 350 pupils. However, according to the ALA standards, the level of the school should not be a consideration; the standards recommend that every school with two hundred pupils have a full-time librarian and schools with enrolments up to nine hundred, one full-time librarian for every three hundred pupils.

In 1964 the appointment of librarians to take charge of the library area was not progressing at as fast a pace as the provision of space for library purposes. Library construction was given considerable impetus after 1959, when library space was recognized for building grant purposes. Similarly, a special grant of \$1,500 provided by the Department of Education for every librarian engaged in library duties two-thirds time or more, which commenced in 1965, should help to induce more school systems to appoint more librarians for more extended periods of library work. Eligibility for the grant requires that the librarian be a qualified teacher. However, some additional incentive or regulation appears desirable to ensure that librarians will be trained in library science as well as qualified as teachers.

Suitable programs for training school librarians commenced at the Faculty of Education, University of Alberta, in 1965. At the undergraduate level a teacher trainee enrolled in the Bachelor of Education program may elect to include one or both of two new courses in library science as education options. At the graduate level, a new diploma



program of four courses, including the two new courses in library science, became available. Another promising development is the decision of the University of Alberta to establish a full degree program in library science in the fall of 1968. The new programs should help to fill the void in adequately trained school librarians but more teacher-librarians need to avail themselves of these training programs.

The best school library facilities and services in 1964 were available in large senior high schools. This situation revealed that considerably more attention needed to be given to providing, equipping, and staffing centralized libraries in elementary and elementary-secondary schools to eradicate their inferior status. Unless students are given the opportunity to develop library study skills in their early years of public schooling, it is questionable whether they will be inclined to use the library when they reach senior high school.

By 1964 very few central libraries in Alberta schools had developed beyond serving as material accounting centers, housing primarily books. The concept of the library functioning as an instructional materials center--a resource center in which various audio-visual materials as well as books and periodicals are made available to students, singly and in small groups--was barely evident anywhere. In the majority of elementary-secondary and secondary schools the library had been permitted to degenerate into a study hall, at least part of the time. That is, the library was used by students to do homework or complete assignments which may or may not have required them to use library resources. Slightly more than one-half of all central libraries which were surveyed used the





library as a study hall one-quarter of the time or more. This practice undoubtedly restricted the availability of the library to other students who might have otherwise used various library materials in research activities.

Teachers who are convinced that it is important for pupils to utilize various library instructional materials will want their students to use them. However, if pupils are to profit from the stockpile of instructional materials to which they might be directed, they will need to be taught basic library skills. Only one-third of the schools with central libraries which were surveyed reported having a program for developing pupil skill in the use of library materials.

The provision of a central library, including the services of a trained librarian, does not automatically ensure that the resources of the library will be utilized by students and teachers. The primary motivation of pupils to use the library rests with individual subject teachers. Making teachers aware of how they can best utilize library instructional materials is especially difficult today as most teachers in the field likely attended schools in which there were no central libraries and in which their own teachers relied primarily upon the textbook. As well, only eight percent of the respondents in the teacher survey indicated their preparation as teachers included instruction in the role and function of the library, at least as a definite part of a professional course. Accordingly, most teachers in 1964 were probably deficient in both experience and training in using library materials in instruction.

Over 60 percent of the senior high school teachers surveyed



reported they never permitted students to visit the library in regular class periods. Yet, at the same time, only 40 percent of the teachers indicated that the use of the library was at least satisfactory. Their chief reason for not allowing the use of the library in regular class periods was that the teaching area did not require the use of the library and that students had sufficient other opportunities to use the library. However, the present trend in teaching procedures away from teacher dominated instruction and toward a multi-activity approach which includes a large proportion of time for individualized study demands that students have considerably more freedom in selecting and using instructional materials. Accordingly, some class time must be given over to individual research which can best proceed in a library which functions as an instructional materials center.

Contacts between subject teachers and librarians must be frequent. Unless teachers consult with the librarian as they plan their lessons, some materials available in the library may be overlooked. As well, teachers can help librarians to root out obsolete materials. Yet slightly more than one-half of the teachers surveyed reported they never consulted with the librarian.

School library services must be examined with a view to redesigning library policy in terms of present and future requirements and conditions. Changes in curricula, teaching methods and materials, patterns of pupil organization, and communication media are making increasing demands on the resources of the library. Libraries can best cope with the new demands being made upon them if they function as





instructional materials centers, but many school libraries in 1964 were still primarily dispensers of books. The school library can and must be made an integral part of the instructional program, not merely an auxiliary service. Otherwise it is not likely that the school can provide the richest and fullest education to every student. But only to the extent to which teachers and administrators, boards of education, and the Department of Education acknowledge and accept their individual responsibilities in regard to providing adequate facilities, materials, and personnel and promoting their use will the library become an intellectual laboratory of the school.

## II. RECOMMENDATIONS

The following directives for action are suggested as possible ways of updating school libraries to permit them to play a larger role in the newer patterns of instruction that are evolving or should be evolving in Alberta schools.

1. Central libraries must be incorporated in all schools with enrolments of 150 or higher without regard to the level of the school.
2. The Department of Education should formulate and adopt a reasonable standard to determine the minimum area of a school library. For example, a reasonable standard might specify that there be sufficient area to seat at least twenty-five pupils, to seat at least ten percent of the school enrolment, and to allow a minimum of thirty square feet per reader. All library space up to this size should qualify for building grants. Architects and school boards should be required to meet at least



the minimum size when planning new library construction.

3. School boards require some guidance both in the need for appointing librarians and in some guidelines as to when librarians should be appointed. The Department of Education should establish specific criteria indicating when full-time and part-time librarians should be hired for school libraries. A reasonable standard would be to specify that every school with an enrolment of three hundred or more pupils must have at least one full-time librarian.

4. School systems must allocate more funds for library materials, including books, periodicals, films, filmstrips, film loops, phono records, tapes, and transparencies. An interim incentive grant for one or more of these instructional materials, for example, by the Department matching allocations for library books by the amount that the allocation exceeds three dollars per pupil, should lead to increased stocks of library materials within a reasonably short period of time.

5. In order to raise the level of training of teacher-librarians, special recognition should be given to teacher-librarians who have a minimum of four university courses in library, equivalent to the diploma program now available at the University of Alberta. In addition to the present grant of \$1,500.00 given to school boards for each librarian, qualified as a teacher, who is engaged in library work two-thirds time or more, a second category of grant might also apply. The second category could allow a larger grant on behalf of a librarian who has a minimum of four university courses in library. Alternately, if a single grant is retained, it should apply only if a librarian is both qualified



as a teacher and has standing in a minimum of four university courses relating to library service, among them library science, children's literature, curriculum, and audio-visual aids. Staffing the library with a person with these minimum qualifications should help to ensure that the library materials will be utilized to best advantage. As well, the more knowledgeable a librarian is in library science, literature, curriculum, and audio-visual aids, the more likely will this person be sought out by the regular teachers.

6. The actual organization and operation of school libraries should be standardized by the development of a provincial school library handbook.

7. Libraries must function as instructional materials centers, consolidating all books and audio-visual resources in one location. School systems must be encouraged to consolidate their library and audio-visual services in all aspects--budgeting, facilities in the school, staff personnel, and resource materials. Library cataloguing must extend to films, filmstrips, film loops, phono and tape recordings, and transparencies and they should be located in a systematic fashion in specific areas or rooms which are part of the library center. Students should be given the same freedom of access to these materials as they already have for books and periodicals. Special listening and viewing areas must be provided. Some individual study carrels should be available so that individual students may conduct library research free from all distractions. Provincial guidance can foster the concept of the library as an integrated instructional materials center.





8. Study halls should be located adjacent to but apart from the library to permit freer movement of students from one area to the other. In this way students will not need to occupy space in the library proper unless they are actually making use of the library materials. An ideal arrangement would be to replace the traditional study hall's massed seating at tables with individual study carrels. If such a study hall were located near the library, students could readily use, in the study carrels, various library materials borrowed from the library without distracting other study students and could readily move between the two areas.

9. Pupils should be given more access to school library materials outside of regular school hours. In 1964 few schools kept their libraries open before or after school. More schools might arrange to keep their libraries open in the early morning and the late afternoon. School boards might even consider keeping school libraries open on week nights. The tremendous wealth of information that could be located in the library should be readily available to students in their out-of-school studies.

10. Library-instructional materials training should be made a definite part of at least one university course, but preferably a separate course, mandatory for all teacher trainees.

11. Until teachers and administrators better understand the role of the library as an instructional materials center and how this role may be fulfilled, library in-service projects for teachers, teacher-librarians, and administrators must be promoted to instruct personnel in the field how to utilize the library to best advantage. There is a



need to rectify current misuse of the library for extraneous purposes, to promote teacher-librarian-administrator co-operation, to centralize all audio-visual materials, to utilize all available resources of the library in instruction, to promote wider individual research, to increase the accessibility of the library.

12. The Department of Education should establish a library course of studies outlining a program for developing pupil skill in the use of library materials in grades one through twelve. At present the only significant curriculum instruction in how to use the library is organized as part of the Language 20 course, much too late in a pupil's schooling to establish effective library study skills. Patterned library study habits must be inculcated long before a student reaches senior high school. Responsibility for carrying out the library training program should be made a joint responsibility of the librarian and all subject teachers, throughout all the grades, according to the following arrangement:

- (a) The librarian is logically the person who should offer instruction in library science, the organization and operation of the library and basic library techniques.
- (b) All subject teachers have some responsibility for promoting use of library materials in their respective subject areas; in fact, two-thirds of the teachers surveyed felt some personal responsibility for assisting with instruction in the use of library materials.

13. The widespread uncertainty or lack of knowledge at the school system level about what library conditions should prevail should be





resolved by the development and adoption of a set of specific provincial standards, quantitative and qualitative, which would serve as reasonable minimum goals for Alberta school libraries. Such goals would offer direction to school boards in such matters as the size of the library quarters, facilities that should be included, the number of library personnel and their training, the size of the materials collections, and annual expenditures for various library resources.



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APPENDIX A

ADDITIONAL TABULATED DATA



TABLE A-I

NUMBER OF DIVISIONS, COUNTIES AND DISTRICTS PARTICIPATING IN THE SURVEY,  
BY RANGE OF ENROLMENT AND TYPE OF SCHOOL SYSTEM

| Enrolment of<br>System | Number of School Systems in the Survey, by Type of<br>School System |          |                 |               |               | All<br>Systems |
|------------------------|---|----------|-----------------|---------------|---------------|----------------|
|                        | Divisions   | Counties | Public<br>Dist. | Cath.<br>Sep. | Prot.<br>Sep. |                |
| 50,000 and over        |   |          | 2               |               |               | 2              |
| 10,000-15,000          |   |          |                 | 1             |               | 1              |
| 5,000- 9,999           |   |          | 3               |               |               | 3              |
| 4,000- 4,999           | 1   | 2        | 1               |               |               | 4              |
| 3,000- 3,999           | 3   | 3        |                 |               |               | 6              |
| 2,000- 2,999           | 13  | 9        | 2               | 1             |               | 25             |
| 1,000- 1,999           | 6   | 8        | 6               | 2             | 1             | 23             |
| 500- 999               | 2   |          | 7               | 2             |               | 11             |
| Less than 500          |   |          | 2               | 2             |               | 4              |
| Not indicated          | 1   |          |                 |               |               | 1              |
| All enrolments         | 26  | 22       | 23              | 8             | 1             | 80             |



TABLE A-II

NUMBER AND PERCENT OF RESPONDING SCHOOLS WITH AND WITHOUT TYPICAL CENTRAL LIBRARIES AND WITHOUT CENTRAL LIBRARIES, BY LEVEL OF SCHOOL AND TYPE OF SCHOOL SYSTEM

| Level of School &<br>Type of System | Schools With<br>Separate<br>Cent. Lib.<br>of 600 sq.<br>ft. or More |      | Schools With<br>Cent. Lib.<br>of Question-<br>able Status <sup>a</sup> |      | Schools<br>Without<br>Cent.Lib. |      | Total<br>Schools<br>Report-<br>ing<br>Number |
|-------------------------------------|---|------|--|------|---------------------------------|------|--|
|                                     | No.   | %    | No.  | %    | No.                             | %    |  |
| <b>Elementary-secondary:</b>        |   |      |  |      |                                 |      |  |
| Divisions                           | 24  |      | 32   |      | 4                               |      | 60   |
| Counties                            | 32  |      | 33   |      | 10 <sup>b</sup>                 |      | 75   |
| Public Dist.                        | 2   |      | 2  |      | 1                               |      | 5  |
| Cath. Sep. Dist.                    | 5   |      | 3  |      | 7                               |      | 15   |
| Prot. Sep. Dist.                    | 1   |      | -  |      | -                               |      | 1  |
| Total elem.-sec.                    | 64  | 41.0 | 70   | 44.9 | 22                              | 14.1 | 156  |
| <b>Secondary:</b>                   |   |      |  |      |                                 |      |  |
| Divisions                           | 22  |      | 8  |      | 1                               |      | 31   |
| Counties                            | 10  |      | 4  |      | -                               |      | 14   |
| Public Dist.                        | 33  |      | 1  |      | -                               |      | 34   |
| Cath. Sep. Dist.                    | 8   |      | 1  |      | -                               |      | 9  |
| Prot. Sep. Dist.                    | 1   |      | -  |      | -                               |      | 1  |
| Total sec.                          | 74  | 83.1 | 14   | 15.7 | 1                               | 1.1  | 89   |
| <b>Both levels above:</b>           |   |      |  |      |                                 |      |  |
| Divisions                           | 46  |      | 40   |      | 5                               |      | 91   |
| Counties                            | 42  |      | 37   |      | 10                              |      | 89   |
| Public Dist.                        | 35  |      | 3  |      | 1                               |      | 39   |
| Cath. Sep. Dist.                    | 13  |      | 4  |      | 7                               |      | 24   |
| Prot. Sep. Dist.                    | 2   |      | -  |      | -                               |      | 2  |
| Total all systems                   | 138   | 56.3 | 84   | 34.3 | 23                              | 9.4  | 245  |

<sup>a</sup> In these schools the central library was limited in one or more of the following ways: (1) included less than 600 square feet, (2) was combined with another room, (3) was organized in two or more separate units, (4) centralized only some books, (5) served only part of the school.

<sup>b</sup> Central library facilities were built in six of these schools but were reported used for other purposes (in two schools) or were not being used (in four schools). In three of the latter schools, the library was not in operation because library facilities were relatively new and the central library was still in the process of being organized.





TABLE A-III

NUMBER OF SENIOR HIGH SCHOOL TEACHERS IN LARGEST SECONDARY OR ELEMENTARY-SECONDARY SCHOOL WITH CENTRAL LIBRARY, IN EACH SCHOOL SYSTEM; NUMBER OF SENIOR HIGH SCHOOL TEACHERS SELECTED FOR SURVEY; AND NUMBER AND PERCENT OF RESPONDING TEACHERS, BY TYPE OF SCHOOL SYSTEM

| Type of School System | Number of Senior High Teachers in Largest Sec. or Elem.-sec. School with Cent. Lib. in Each System | Number of Senior High Teachers to Whom Questionnaires Were Distributed | Responding Teachers |      |
|-----------------------|--|--|---------------------|------|
|                       |  |  | No.                 | %    |
| Divisions             | 315 <sup>a</sup>   | 296 <sup>h</sup>   | 191                 | 64.5 |
| Counties              | 232 <sup>b</sup>   | 214 <sup>i</sup>   | 122                 | 57.0 |
| Public Dist.:         |  |  |                     |      |
| City                  | 353  | 345 <sup>j</sup>   | 184                 | 53.3 |
| Non-city              | 237 <sup>c</sup>   | 185 <sup>k</sup>   | 108                 | 58.4 |
| Cath. Sep. Dist:      |  |  |                     |      |
| City                  | 130 <sup>d</sup>   | 98 <sup>l</sup>  | 43                  | 43.9 |
| Non-city              | 32 <sup>e</sup>  | 10 <sup>m</sup>  | 6                   | 60.0 |
| Prot. Sep. Dist       | 15 <sup>f</sup>  | 15   | 11                  | 73.3 |
| All school systems    | 1,314 <sup>g</sup>   | 1,163  | 665                 | 57.2 |

<sup>a</sup>Includes an estimate of 57 teachers in 5 schools (4 not responding and one not indicating number of high school teachers).

<sup>b</sup>Includes an estimate of 46 teachers in 5 schools not responding.

<sup>c</sup>Includes an estimate of 52 teachers in 5 schools not responding.

<sup>d</sup>Includes an estimate of 32 teachers in 1 school not reporting number of high school teachers.

<sup>e</sup>Includes an estimate of 6 teachers in 1 school not responding.

<sup>f</sup>Includes an estimate of 6 teachers in 1 school not reporting number of high school teachers.

<sup>g</sup>Includes an estimate of 199 teachers in 18 schools.

<sup>h</sup>Includes 6 teachers in 1 school which is second largest in system and 20 teachers (includes estimate of 10 in 1 school) in 2 schools which turned out to have larger libraries than largest school in each of the 2 systems. Deletes an estimate of 45 teachers in 4 schools not responding.

<sup>i</sup>Includes 11 teachers in 3 schools which are second largest in the system and 17 teachers in 3 schools which turned out to have larger



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libraries than largest school in each of these three systems. Deletes 46 teachers in 5 schools not responding.

<sup>j</sup>Includes 13 teachers in 1 school with larger library than school selected for the survey and deletes 21 teachers in 1 school not responding.

<sup>k</sup>Deletes 52 teachers in 5 schools not responding.

<sup>l</sup>Deletes an estimate of 32 teachers in school system in which school responded too late to distribute teacher questionnaires.

<sup>m</sup>Deletes 22 teachers (including an estimate of 6 teachers in 1 school) in 2 schools not responding.





TABLE A-IV

NUMBER AND PERCENT OF TEACHER-RESPONDENTS, BY ENROLMENT OF SCHOOL AND  
TYPE OF SCHOOL SYSTEM

| Type of School<br>System | Number and Percent of Teacher Respondents, by<br>Enrolment of School |              |             |              |              | All<br>Enrol. |
|--------------------------|--|--------------|-------------|--------------|--------------|---------------|
|                          | 150-<br>299  | 300-<br>599  | 600-<br>899 | 900-<br>1299 | 1300<br>& Up |               |
| Divisions                | 82   | 81           | 28          |              |              | 191<br>28.7%  |
| Counties                 | 27   | 49           | 6           | 9            | 31           | 122<br>18.3%  |
| Public Districts         | 35   | 33           | 46          | 93           | 85           | 292<br>43.9%  |
| Cath. Sep. Dist.         | 20   | 7            |             | 22           |              | 49<br>7.4%    |
| Prot. Sep. Dist.         |  | 11           |             |              |              | 11<br>1.7%    |
| All school systems       | 164<br>24.7%   | 181<br>27.2% | 80<br>12.0% | 124<br>18.6% | 116<br>17.4% | 665<br>100.0% |



TABLE A-V

NUMBER OF SCHOOLS BUILT WITH AND WITHOUT CENTRAL LIBRARIES WITHIN FIVE-YEAR PERIOD 1959-1964  
BY TYPE OF SCHOOL SYSTEM AND LEVEL OF SCHOOL

| Type of School System  | No. of Systems Reporting | New Schools or New School Sections, Included Cent. Lib. |            |       | New Schools Built Without Cent. Lib. |            |                | Older Schools, Which Have Had Library Additions |            |      |                |
|------------------------|--------------------------|---|------------|-------|--------------------------------------|------------|----------------|---|------------|------|----------------|
|                        |                          | Elem.   | Elem.-sec. | Total | Elem.                                | Elem.-sec. | Total          | Elem.   | Elem.-sec. | Sec. | Not Ind. Total |
| Divisions              | 20                       | 7   | 9          | 17    | 8                                    | 4          | 12             | 2   | 24         | 6    | 32             |
| Counties               | 20                       | 7   | 30         | 6     | 3                                    | 5          | 8              | 4   | 26         | 2    | 32             |
| Pub. Dist.             | 22                       | 24  | 7          | 19    | 5                                    |            | 5              | 36  | 24         | 11   | 71             |
| Cath. Sep.             | 8                        | 2   | 3          | 4     | 1                                    | 2          | 1 <sup>a</sup> | 1   | 9          | 1    | 11             |
| Prot. Sep.             | 1                        | 2   |            | 1     |                                      |            |                |   |            |      |                |
| All systems            | 71                       | 42  | 49         | 47    | 17                                   | 11         | 1 <sup>a</sup> | 43  | 83         | 20   | 146            |
| Number                 |                          |   |            |       |                                      |            |                |   |            |      |                |
| Percent of new schools |                          | 71.2  | 81.7       | 97.9  | 28.8                                 | 18.3       | 2.1            | --  | --         | --   | --             |
|                        |                          |   |            | 82.6  |                                      |            | 17.4           |   |            |      |                |

<sup>a</sup> This school had only 80 students.



TABLE A-VI

NUMBER AND PERCENT OF SCHOOLS WITH CENTRAL LIBRARY LOCATED IN QUARTERS  
INTENDED FOR THAT PURPOSE WHEN BUILT, BY ENROLMENT OF SCHOOL,  
IN SCHOOLS WITH CENTRALIZED LIBRARIES

| Enrolment   | Central Library<br>Quarters Intend-<br>ed For That Pur-<br>pose When Built |       | Central Library<br>Quarters Not<br>Originally Built<br>as Library |      | Original<br>Purpose Not<br>Indicated |      | Total<br>Schools<br>Reporting<br>Cent. Lib.<br>Number |
|-------------|--|-------|---|------|--------------------------------------|------|---|
|             | No.  | %     | No.   | %    | No.                                  | %    |   |
| Under 150   | 1  | 16.7  | 4   | 66.7 | 1                                    | 16.7 | 6   |
| 150-299     | 42   | 53.2  | 36  | 45.6 | 1                                    | 1.3  | 79  |
| 300-599     | 58   | 57.4  | 41  | 40.6 | 2                                    | 2.0  | 101   |
| 600-899     | 14   | 77.8  | 4   | 22.2 |                                      |      | 18  |
| 900-1299    | 10   | 90.9  | 1   | 9.1  |                                      |      | 11  |
| 1300 & over | 7  | 100.0 |   |      |                                      |      | 7   |
| All enrol.  | 132  | 59.5  | 86  | 38.7 | 4                                    | 1.8  | 222   |





TABLE A-VII

ORIGINAL PURPOSE OF SPACE USED AS CENTRAL LIBRARY, IN SCHOOLS WITH CENTRAL LIBRARY NOT LOCATED IN QUARTERS ORIGINALLY PLANNED AS LIBRARY, BY ENROLMENT OF SCHOOL

| Original Purpose<br>of Library Space | Number of Schools Reporting, by Enrolment |         |         |         |          |           | Percent of<br>Schools With<br>Lib. Quarters<br>not Planned<br>as Lib. |            |
|--------------------------------------|---|---------|---------|---------|----------|-----------|---|------------|
|                                      | Under 150                                 | 150-299 | 300-599 | 600-899 | 900-1299 | 1300 & Up |   | All Enrol. |
| Classroom                            | 1   | 14      | 14      | 3       | 1        |           | 33  | 38.4       |
| Commercial room                      | 1   | 6       | 4       |         |          |           | 11  | 12.8       |
| Gym or assembly hall                 |   | 1       | 4       |         |          |           | 5   | 5.8        |
| Storage                              | 1   | 1       | 3       |         |          |           | 5   | 5.8        |
| Science lab                          |   | 3       | 1       |         |          |           | 4   | 4.7        |
| Audio-visual room                    |   |         | 3       |         |          |           | 3   | 3.5        |
| Staff room                           | 1   |         | 2       |         |          |           | 3   | 3.5        |
| Hallway or basement                  |   | 1       | 2       |         |          |           | 3   | 3.5        |
| Home ec. room                        |   | 1       | 1       |         |          |           | 2   | 2.3        |
| Principal's office                   |   |         | 2       |         |          |           | 2   | 2.3        |
| Other                                |   | 3       | 2       |         |          |           | 5   | 5.8        |
| Not indicated                        |   | 6       | 3       | 1       |          |           | 10  | 11.6       |
| Total reporting                      | 4   | 36      | 41      | 4       | 1        |           | 86  | 100.0      |



TABLE A-VIII

SATISFACTION WITH EXISTING LIBRARY FACILITIES REPORTED BY SCHOOLS,  
BY ENROLMENT OF SCHOOLS

| Level of Satisfaction | Number and Percent of Schools Reporting, by Enrolment |             |             |            |            |            | All Enrol.  |
|-----------------------|---|-------------|-------------|------------|------------|------------|-------------|
|                       | Under 150   | 150-299     | 300-599     | 600-899    | 900-1299   | 1300 & Up  |             |
| Very good             |   | 8<br>10.1%  | 12<br>11.9% | 5<br>27.8% | 6<br>54.5% | 4<br>57.1% | 35<br>15.8% |
| Satisfactory          | 1<br>16.7%  | 16<br>20.3% | 23<br>22.8% | 6<br>33.3% | 2<br>18.2% | 1<br>14.3% | 49<br>22.1% |
| Fair                  | 1<br>16.7%  | 37<br>46.8% | 42<br>41.6% | 7<br>38.9% | 2<br>18.2% | 2<br>28.6% | 91<br>41.0% |
| Poor                  | 3<br>50.0%  | 17<br>21.5% | 23<br>22.8% |            |            |            | 43<br>19.4% |
| Not indicated         | 1<br>16.7%  | 1<br>1.3%   | 1<br>1.0%   |            | 1<br>1.9%  |            | 4<br>1.8%   |
| Total reporting       | 6   | 79          | 101         | 18         | 11         | 7          | 222         |





TABLE A-IX

NUMBER AND PERCENT OF SCHOOL SYSTEMS REPORTING ENROLMENT CONSIDERED  
MINIMUM BEFORE A SCHOOL SHOULD HAVE A CENTRALIZED LIBRARY, BY  
SPECIFIC ENROLMENT AND TYPE OF SCHOOL SYSTEM

| Enrolment Considered<br>Minimum for Central<br>Library                  | Number of Systems Reporting, by Type of<br>School System |          |                       |               |               |     | Percent<br>of Sys-<br>tems Re-<br>porting |
|---|--|----------|-----------------------|---------------|---------------|-----|---|
|   | Div.   | Counties | Public Cath.<br>Dist. | Prot.<br>Sep. | Prot.<br>Sep. | All |   |
| 100   | 2  | 3        | 2                     |               |               | 7   | 8.8%                                      |
| 150   | 2  | 2        |                       | 2             |               | 6   | 7.5                                       |
| 200   | 4  | 1        | 4                     |               |               | 9   | 11.3                                      |
| 250   | 2  | 1        | 2                     | 1             |               | 6   | 7.5                                       |
| 300   | 1  | 2        |                       |               |               | 3   | 3.8                                       |
| 350   | 1  | 1        | 1                     |               |               | 3   | 3.8                                       |
| 400   |  |          | 1                     |               |               | 1   | 1.3                                       |
| 500   |  |          |                       | 1             |               | 1   | 1.3                                       |
| Six classrooms  | 1  |          |                       |               |               | 1   | 1.3                                       |
| Enrolment not a<br>factor--all schools<br>need central lib.             | 1  | 1        | 1                     |               | 1             | 4   | 5.0                                       |
| Enrolment not a<br>factor--senior<br>high school status<br>is criterion | 1  |          |                       |               |               | 1   | 1.3                                       |
| Principal decides   | 1  |          |                       |               |               | 1   | 1.3                                       |
| Minimum of School<br>Building Board                                     | 1  |          |                       |               |               | 1   | 1.3                                       |
| Not indicated   | 9  | 11       | 12                    | 4             |               | 36  | 45.0                                      |
| Total reporting   | 26   | 22       | 23                    | 8             | 1             | 80  |   |



TABLE A-X

NUMBER AND PERCENT OF SCHOOL SYSTEMS HAVING ONE OR MORE SCHOOLS WITHOUT CENTRAL LIBRARY BUT WITH ENROLMENT IN EXCESS OF THAT INDICATED BY THE SYSTEM AS MINIMUM FOR CENTRAL LIBRARY (TABLE A-XIII), AND NUMBER OF SUCH SCHOOLS, BY LEVEL OF SCHOOL, IN SYSTEMS REPORTING MINIMUM ENROLMENT, BY TYPE OF SCHOOL SYSTEM

| Type of School System | Number and Percent of Systems Having Schools Without Cent. Lib. But With Enrolment in Excess of Minimum Reported by System For Cent. Library |       | Number of Schools Without Central Lib. but With Enrolment in Excess of Min. Reported by System for Cent. Lib., by Level of School |                |      | All Levels |
|-----------------------|--|-------|---|----------------|------|------------|
|                       |  |       | Elem.   | Elem.-<br>sec. | Sec. |            |
| Divisions             | 8  | 66.7% | 5   | 5              | 2    | 12         |
| Counties              | 8  | 80.0  | 2   | 9              |      | 11         |
| Public Dist.          | 5  | 50.0  | 18  | 11             |      | 29         |
| Cath. Sep.            | 2  | 50.0  | 1   | 3              |      | 4          |
| Prot. Sep.            | 0  |       |   |                |      | 0          |
| All systems           | 23   | 63.9% | 26  | 28             | 2    | 56         |



TABLE A-XI

NUMBER AND PERCENT OF ELEMENTARY-SECONDARY AND SECONDARY SCHOOLS WHICH  
HAVE NOT CENTRALIZED EITHER REFERENCE BOOKS OR LEISURE READING BOOKS,  
BY ENROLMENT AND LEVEL OF SCHOOL

| Level of School<br>and Enrolment | No Reference Books<br>in Central Library |      | No Leisure Reading<br>In Central Library |     |
|----------------------------------|--|------|--|-----|
|                                  | No.                                      | %    | No.                                      | %   |
| <u>Elem.-sec. schools</u>        |  |      |  |     |
| 150 - 299                        | 3  | 6.2  |  |     |
| 200 - 599                        | 2  | 2.8  | 1 <sup>a</sup>                           | 1.4 |
| 600 - 899                        | 1  | 11.1 |  |     |
| 900 -1,299                       |  |      |  |     |
| 1,300 & over                     |  |      |  |     |
| All enrolments                   | 6  | 4.5  | 1  | 0.7 |
| <u>Secondary schools</u>         |  |      |  |     |
| 150 - 299                        | 2  | 6.5  |  |     |
| 300 - 599                        | 1  | 3.7  |  |     |
| 600 - 899                        |  |      |  |     |
| 900 -1,299                       |  |      |  |     |
| 1,300 & over                     |  |      |  |     |
| All enrolments                   | 3  | 3.4  |  |     |
| <u>Both levels</u>               |  |      |  |     |
| All enrolments                   | 9  | 4.1  | 1  | 0.5 |





TABLE A-XII

NUMBER AND PERCENT OF SCHOOLS WITH BOOK COLLECTIONS PERMANENTLY HOUSED IN CLASSROOMS AND WITH CLASSROOM COLLECTIONS NOT CONSIDERED PART OF CENTRALIZED LIBRARY, BY LEVEL OF SCHOOL AND ENROLMENT

| Level of School and Enrolment | Number of Schools Reporting | Schools With Room Book Collections |      | Schools With One or More Room Book Collections Not Considered Part of Cent. Library |      |
|-------------------------------|-----------------------------|------------------------------------|------|---|------|
|                               |                             | No.                                | %    | No.   | %    |
| <u>Elem.-secondary</u>        |                             |                                    |      |   |      |
| 150 - 299                     | 41                          | 33                                 | 80.5 | 31  | 75.6 |
| 300 - 599                     | 64                          | 42                                 | 65.6 | 38  | 59.4 |
| 600 - 899                     | 8                           | 5                                  | 62.5 | 4   | 50.0 |
| 900 - 1,299                   |                             |                                    |      |   |      |
| 1,300 & over                  |                             |                                    |      |   |      |
| All enrolments                | 113                         | 80                                 | 70.8 | 73  | 64.6 |
| <u>Secondary</u>              |                             |                                    |      |   |      |
| 150 - 299                     | 23                          | 13                                 | 56.5 | 11  | 47.8 |
| 300 - 599                     | 24                          | 17                                 | 70.8 | 11  | 45.8 |
| 600 - 899                     | 7                           | 1                                  | 14.3 | 0   | 0.0  |
| 900 - 1,299                   | 9                           | 5                                  | 55.6 | 3   | 33.3 |
| 1,300 & over                  | 5                           | 3                                  | 60.0 | 1   | 20.0 |
| All enrolments                | 68                          | 39                                 | 57.4 | 26  | 38.2 |
| <u>Both levels</u>            |                             |                                    |      |   |      |
| All enrolments                | 181                         | 119                                | 65.7 | 99  | 54.7 |



TABLE A-XIII

AVERAGE NUMBER OF VOLUMES PER PUPIL IN SCHOOLS WITH CENTRALIZED LIBRARIES,  
BY ENROLMENT SIZE OF SCHOOL, LEVEL OF SCHOOL, AND TYPE OF SCHOOL SYSTEM

| Level of School &<br>Type of School System | Average Number of Volumes Per Pupil, by Enrol. |             |             |              |              |               |
|--|--|-------------|-------------|--------------|--------------|---------------|
|  | 150-<br>299                                    | 300-<br>599 | 600-<br>899 | 900-<br>1299 | 1300<br>& Up | All<br>Enrol. |
| <u>Elementary-secondary</u>                |  |             |             |              |              |               |
| Divisions                                  | 6.42   | 5.19        | 5.92        |              |              | 5.80          |
| Counties                                   | 7.43   | 7.37        | 4.73        | 5.13         | 6.01         | 6.84          |
| Public Districts                           |  | 6.31        |             |              |              | 6.31          |
| Catholic Sep.                              |  | 6.99        |             |              |              | 6.99          |
| Prot. Sep.                                 |  | 6.06        |             |              |              | 6.06          |
| All systems                                | 7.04   | 6.63        | 5.29        | 5.13         | 6.01         | 6.47          |
| <u>Secondary</u>                           |  |             |             |              |              |               |
| Divisions                                  | 5.03   | 4.92        | 4.17        |              |              | 4.81          |
| Counties                                   | 7.24   | 6.24        |             |              |              | 6.60          |
| Public Districts                           | 7.91   | 4.59        | 4.56        | 4.95         | 4.25         | 4.68          |
| Cath. Sep.                                 | 5.97   | 6.04        | 6.43        |              |              | 6.13          |
| Prot. Sep.                                 |  |             |             |              |              |               |
| All systems                                | 6.14   | 5.24        | 4.66        | 4.95         | 4.25         | 4.95          |
| <u>Both levels</u>                         |  |             |             |              |              |               |
| Divisions                                  | 6.11   | 5.09        | 5.20        |              |              | 5.42          |
| Counties                                   | 7.38   | 7.22        | 4.73        | 5.14         | 6.01         | 6.82          |
| Public Districts                           | 7.91   | 5.32        | 4.45        | 4.95         | 4.25         | 4.76          |
| Cath. Sep.                                 | 5.97   | 6.60        | 6.43        |              |              | 6.40          |
| Prot. Sep.                                 |  | 6.06        |             |              |              | 6.06          |
| All systems                                | 6.68   | 6.24        | 4.95        | 4.97         | 4.48         | 5.69          |





TABLE A-XIV

PERIODICALS MOST COMMONLY SUBSCRIBED TO BY ELEMENTARY-SECONDARY AND  
SECONDARY SCHOOLS WITH CENTRALIZED LIBRARIES

| Periodical            | Number and Percent of Schools, By Level of School |      |           |      |             |      |
|-----------------------|---|------|-----------|------|-------------|------|
|                       | Elem.-secondary                                   |      | Secondary |      | Both Levels |      |
|                       | No.   | %    | No.       | %    | No.         | %    |
| World Affairs         | 110   | 82.1 | 73        | 83.0 | 183         | 82.4 |
| National Geographic   | 72  | 53.7 | 57        | 64.8 | 129         | 58.1 |
| Time                  | 56  | 41.8 | 57        | 64.8 | 113         | 50.9 |
| Canadian Geographical | 62  | 46.3 | 43        | 48.9 | 105         | 47.3 |
| Maclean's             | 44  | 32.8 | 53        | 60.2 | 97          | 43.7 |
| Newsweek              | 39  | 29.1 | 41        | 46.6 | 80          | 36.0 |
| Life                  | 33  | 24.6 | 40        | 45.5 | 73          | 32.9 |
| Reader's Digest       | 28  | 21.0 | 39        | 44.3 | 67          | 30.2 |
| Science World         | 30  | 22.4 | 31        | 35.2 | 61          | 27.5 |
| Senior Scholastic     | 25  | 18.7 | 32        | 36.4 | 57          | 25.7 |
| Saturday Night        | 19  | 14.2 | 35        | 39.8 | 54          | 24.3 |
| A daily newspaper     | 25  | 18.7 | 28        | 31.8 | 53          | 23.9 |
| Popular Mechanics     | 20  | 14.9 | 32        | 36.4 | 52          | 23.4 |
| Science Digest        | 22  | 16.4 | 23        | 26.1 | 45          | 20.3 |
| Canadian Audubon      | 29  | 21.6 | 13        | 14.8 | 42          | 18.9 |
| Scientific American   | 13  | 9.7  | 29        | 33.0 | 42          | 18.9 |
| Beaver                | 18  | 13.4 | 22        | 25.0 | 40          | 18.0 |
| Current History       | 11  | 8.2  | 25        | 28.4 | 36          | 16.2 |
| Science News Letter   | 11  | 8.2  | 20        | 22.7 | 31          | 14.0 |
| Popular Science       | 10  | 7.5  | 19        | 21.6 | 29          | 13.1 |
| World Week            | 18  | 13.4 | 10        | 11.4 | 28          | 12.6 |
| Behind the Headlines  | 13  | 9.7  | 15        | 17.0 | 28          | 12.6 |
| Commentator           | 10  | 7.5  | 11        | 12.5 | 21          | 9.5  |
| Schools Arts Magazine | 6   | 4.5  | 10        | 11.4 | 16          | 7.2  |



TABLE A-XV

NUMBER AND PERCENT OF SCHOOLS REPORTING LIBRARY DUTIES CARRIED OUT PRIMARILY  
BY THE SCHOOL'S HEAD LIBRARIAN, BY ENROLMENT OF SCHOOL

| Duties of Librarian  | Number and Percent of Librarians Performing Duties,<br>By Enrolment of School |             |             |             |              |              | All<br>Enrol. |
|--|---|-------------|-------------|-------------|--------------|--------------|---------------|
|  | Under<br>150  | 150-<br>299 | 300-<br>599 | 600-<br>899 | 900-<br>1299 | 1300<br>& Up |               |
| Classify new books<br>or other resources                     | 3<br>50.0%  | 54<br>68.4% | 75<br>74.3% | 14<br>77.8% | 7<br>63.6%   | 5<br>71.4%   | 158<br>71.2%  |
| Catalogue new books<br>or other references                   | 3<br>50.0%  | 46<br>58.2% | 75<br>74.3% | 13<br>72.2% | 7<br>63.6%   | 4<br>57.1%   | 148<br>66.7%  |
| Select or help select<br>library materials for<br>purchase   | 3<br>50.0%  | 48<br>60.8% | 66<br>65.3% | 12<br>66.7% | 10<br>90.9%  | 7<br>100.0%  | 146<br>65.8%  |
| Help students select<br>reading books                        | 3<br>50.0%  | 45<br>57.0% | 62<br>61.3% | 13<br>72.2% | 8<br>72.7%   | 6<br>85.7%   | 137<br>61.7%  |
| Help students locate<br>reference information                | 1<br>16.7%  | 41<br>51.9% | 59<br>58.4% | 14<br>77.8% | 10<br>90.9%  | 7<br>100.0%  | 132<br>59.5%  |
| Place purchase orders<br>for library                         | 2<br>33.3%  | 31<br>39.2% | 62<br>61.3% | 12<br>66.7% | 9<br>81.8%   | 5<br>71.4%   | 121<br>54.5%  |
| Charge books<br>in and out                                   | 2<br>33.3%  | 36<br>45.6% | 57<br>56.4% | 10<br>55.6% | 8<br>72.7%   | 2<br>28.6%   | 115<br>51.8%  |
| Reshelve books   | 1<br>16.7%  | 33<br>41.8% | 60<br>59.4% | 10<br>55.6% | 6<br>54.5%   | 2<br>28.6%   | 112<br>50.5%  |
| Teach students<br>library skills                             | 2<br>33.3%  | 36<br>45.6% | 48<br>47.5% | 10<br>55.6% | 8<br>72.7%   | 7<br>100.0%  | 111<br>50.0%  |
| Collect fines  | 1<br>16.7%  | 28<br>35.4% | 49<br>48.5% | 9<br>50.0%  | 8<br>72.7%   | 4<br>57.1%   | 99<br>44.6%   |
| Help teachers select<br>library materials<br>for study units |   | 15<br>19.0% | 30<br>29.7% | 10<br>55.6% | 8<br>72.7%   | 7<br>100.0%  | 70<br>31.5%   |
| Prepare book lists,<br>bibliographies, etc.                  |   | 19<br>24.1% | 34<br>33.7% | 3<br>16.7%  | 8<br>72.7%   | 6<br>85.7%   | 70<br>31.5%   |
| Supervise study hall   |   | 20<br>25.3% | 27<br>26.7% | 6<br>33.3%  | 2<br>18.2%   | 3<br>42.9%   | 58<br>26.1%   |
| Give book talks to<br>students or to<br>community groups     |   | 5<br>6.3%   | 14<br>13.9% | 4<br>22.2%  | 6<br>54.5%   | 3<br>42.9%   | 32<br>14.4%   |
| Help teachers plan or<br>develop study units                 |   | 2<br>2.5%   | 5<br>5.0%   | 4<br>22.2%  | 1<br>9.1%    | 3<br>42.9%   | 15<br>6.8%    |
| Serve on curriculum<br>or other committees                   |   | 1<br>1.3%   | 6<br>5.9%   | 1<br>5.6%   | 2<br>18.2%   | 2<br>28.6%   | 12<br>5.4%    |
| Total reporting  | 6   | 79          | 101         | 18          | 11           | 7            | 222           |



TABLE A-XVI

NUMBER OF STUDENT ASSISTANTS AND STUDENT HOURS PER WEEK IN SCHOOLS  
WITH CENTRALIZED LIBRARIES, BY LEVEL OF SCHOOL AND ENROLMENT

| Level of School<br>and Enrolment | Number of<br>Schools<br>Reporting | Number and Percent<br>of Schools Using<br>Student Assistants |       | Number of<br>Student<br>Assistants |      | Number of<br>Student Hours<br>Per Week |      |
|----------------------------------|-----------------------------------|--|-------|------------------------------------|------|--|------|
|                                  |                                   | No.  | %     | Range                              | Med. | Range                                  | Med. |
| <u>Elementary-sec.</u>           |                                   |  |       |                                    |      |  |      |
| Under 150                        | 3                                 | 2  | 66.7  | 1-4                                | 2.5  | 2-4                                    | 3.0  |
| 150 - 299                        | 48                                | 26   | 54.2  | 2-40                               | 6.0  | 1-30                                   | 3.0  |
| 300 - 599                        | 72                                | 46   | 63.9  | 1-32                               | 4.5  | .5-48                                  | 3.5  |
| 600 - 899                        | 9                                 | 5  | 55.6  | 2-16                               | 4.0  | 2-8                                    | 3.0  |
| 900 - 1,299                      | 1                                 | 1  | 100.0 | 68                                 | 68.0 | 34                                     | 34.0 |
| 1,300 & Up                       | 1                                 | 1  | 100.0 | 4                                  | 4.0  | 5                                      | 5.0  |
| All enrolments                   | 134                               | 81   | 60.4  | 1-68                               | 5.5  | .5-48                                  | 3.0  |
| <u>Secondary</u>                 |                                   |  |       |                                    |      |  |      |
| Under 150                        | 3                                 | 1  | 33.3  | 10                                 | 10.0 | 15                                     | 15.0 |
| 150 - 299                        | 31                                | 24   | 77.4  | 1-25                               | 5.0  | 1.5-50                                 | 7.5  |
| 300 - 599                        | 29                                | 15   | 51.7  | 1-60                               | 8.0  | 1-40                                   | 6.5  |
| 600 - 899                        | 9                                 | 6  | 66.7  | 1-12                               | 4.5  | 2-35                                   | 12.5 |
| 900 - 1,299                      | 10                                | 8 <sup>a</sup>   | 80.0  | 3-30                               | 11.0 | 2-20                                   | 10.0 |
| 1,300 & Up                       | 6                                 | 6 <sup>a</sup>   | 100.0 | 5-35                               | 16.0 | 1.5-20                                 | 19.0 |
| All enrolments                   | 88                                | 60   | 68.2  | 1-60                               | 7.0  | 1-50                                   | 10.0 |

<sup>a</sup>Student assistants were paid in one school in each of these groups.





TABLE A-XVII

NUMBER OF SCHOOL SYSTEMS REPORTING CRITERIA USED BY SCHOOL BOARD  
TO DETERMINE WHEN SCHOOL SYSTEM WILL HIRE FULL-TIME LIBRARIAN,  
BY SPECIFIC CRITERION AND TYPE OF SCHOOL SYSTEM

| Criteria for Hiring<br>of Full-Time Lib-<br>rarian <sup>a</sup> | Number of School Systems Using Criterion, by Type<br>of School System |          |                 |               |               |  | All<br>Systems<br>No.    % |      |
|---|---|----------|-----------------|---------------|---------------|--|----------------------------|------|
|   | Div.  | Counties | Public<br>Dist. | Cath.<br>Sep. | Prot.<br>Sep. |  |                            |      |
| Senior high s. status   |   |          | 4               |               |               |  | 4                          | 5.0  |
| Advice of supt.   | 1   | 1        | 2               |               |               |  | 4                          | 5.0  |
| Principal decides   | 1   | 1        |                 |               |               |  | 2                          | 2.5  |
| Availability of funds   |   | 1        | 1               |               |               |  | 2                          | 2.5  |
| 20 or more teachers   |   | 1        | 1               |               |               |  | 2                          | 2.5  |
| Secondary sch. status   |   |          | 1               |               |               |  | 1                          | 1.3  |
| 300 pupils in h.s.  |   | 1        |                 |               |               |  | 1                          | 1.3  |
| 1,000 pupils in h.s.  |   |          |                 | 1             |               |  | 1                          | 1.3  |
| 350 pupils  |   | 1        |                 |               |               |  | 1                          | 1.3  |
| 400 pupils  |   |          | 1               |               |               |  | 1                          | 1.3  |
| 14 or more classrooms   |   | 1        |                 |               |               |  | 1                          | 1.3  |
| Not indicated   | 24  | 15       | 13              | 7             | 1             |  | 60                         | 75.0 |
| Total school systems  | 26  | 22       | 23              | 8             | 1             |  | 80                         |      |

<sup>a</sup> The criteria listed here were those reported in answer to an open-ended question in the "Survey of Unit School Systems."



TABLE A-XVIII

NUMBER OF SCHOOL SYSTEMS REPORTING CRITERIA USED BY SCHOOL BOARD  
TO DETERMINE WHEN SCHOOL SYSTEM WILL HIRE A PART-TIME LIBRARIAN,  
BY SPECIFIC CRITERION AND TYPE OF SCHOOL SYSTEM

| Criteria for Hiring<br>of Part-time<br>Librarian <sup>a</sup> | Number of School Systems Using Criterion, by Type<br>of School System |          |                 |               |               |             |      |
|---|---|----------|-----------------|---------------|---------------|-------------|------|
|   | Div.  | Counties | Public<br>Dist. | Cath.<br>Sep. | Prot.<br>Sep. | All Systems |      |
|   |   |          |                 |               |               | No.         | %    |
| Jr. h.s. or elem.-<br>jr. h.s. status                         |   |          | 3               |               |               | 3           | 3.8  |
| Advice of supt.   | 2   |          |                 |               |               | 2           | 2.5  |
| Principal decides   | 1   | 1        |                 |               |               | 2           | 2.5  |
| Availability of funds   |   | 1        |                 | 1             |               | 2           | 2.5  |
| Staff demand  | 1   |          | 1               |               |               | 2           | 2.5  |
| 20 or more teachers   |   | 1        |                 |               |               | 1           | 1.3  |
| Senior high school  |   |          |                 | 1             |               | 1           | 1.3  |
| Secondary school  | 1   |          |                 |               |               | 1           | 1.3  |
| 225 sec. pupils   |   | 1        |                 |               |               | 1           | 1.3  |
| Elementary school   |   |          | 1               |               |               | 1           | 1.3  |
| Every school  |   |          |                 | 1             |               | 1           | 1.3  |
| 400 enrolment   |   |          | 1               |               |               | 1           | 1.3  |
| 6 or more classrooms  |   | 1        |                 |               |               | 1           | 1.3  |
| 12 or more classrooms   | 1   |          |                 |               |               | 1           | 1.3  |
| 35 or more classrooms   | 1   |          |                 |               |               | 1           | 1.3  |
| One library period<br>per teacher per week                    | 1   |          |                 |               |               | 1           | 1.3  |
| Equipped library room   |   |          | 1               |               |               | 1           | 1.3  |
| Not indicated   | 18  | 17       | 16              | 5             | 1             | 57          | 71.3 |
| Total school systems  | 26  | 22       | 23              | 8             | 1             | 80          |      |

<sup>a</sup>The criteria listed here were those reported in answer to an open-ended question in the "Survey of Unit School Systems."





TABLE A-XIX

NUMBER AND PERCENT OF SCHOOL SYSTEMS WHICH STIPULATE HOW ALLOTMENTS FOR BOOKS ARE TO BE SPENT, BY TYPE OF SCHOOL SYSTEM

| Type of School System | Schools Are Free to Purchase Whatever Books They Wish |       | Schools Are Not Free To Purchase Whatever Books They Wish |      | Not Indicated |      | Total Systems |
|-----------------------|---|-------|---|------|---------------|------|---------------|
|                       | No.   | %     | No.   | %    | No.           | %    |               |
| Divisions             | 7   | 26.9  | 16  | 61.5 | 3             | 11.5 | 26            |
| Counties              | 8   | 36.4  | 12  | 54.5 | 2             | 9.1  | 22            |
| Public Dist.          | 3   | 13.0  | 19  | 82.6 | 1             | 4.3  | 23            |
| Cath. Sep.            | 3   | 37.5  | 4   | 50.0 | 1             | 12.5 | 8             |
| Prot. Sep.            | 1   | 100.0 |   |      |               |      | 1             |
| All systems           | 22  | 27.5  | 51  | 63.8 | 7             | 8.8  | 80            |



TABLE A-XX

NUMBER OF SCHOOL SYSTEMS WHICH STIPULATE HOW ALLOTMENTS FOR BOOKS ARE  
TO BE SPENT, BY SPECIFIC STIPULATION AND TYPE OF SCHOOL SYSTEM

| Stipulation   | Number of School Systems, By Type of School System,<br>Reporting |          |                 |               |               | All Systems |
|---|--|----------|-----------------|---------------|---------------|-------------|
|   | Div.   | Counties | Public<br>Dist. | Cath.<br>Sep. | Prot.<br>Sep. |             |
| Both references &<br>leisure reading<br>must be purchased                     |  | 5        |                 | 1             |               | 6           |
| Both references &<br>leisure reading<br>must be purchased<br>in a fixed ratio | 3  | 2        | 1               | 1             |               | 7           |
| Book allotments are<br>entirely or mostly<br>for free reading                 | 1  |          | 2               |               |               | 3           |
| Secondary ref.<br>must be included  |  |          |                 | 1             |               | 1           |
| Maximum portion<br>expendable for<br>filmstrips is set                        | 1  |          |                 |               |               | 1           |
| Book allotments<br>are basically<br>for references                            | 2  | 1        |                 |               |               | 3           |
| Not indicated   | 9  | 4        | 16              | 1             |               | 30          |
| Total systems<br>with stipulation<br>on allotments                            | 16   | 12       | 19              | 4             |               | 51          |



TABLE A-XXI

NUMBER AND PERCENT OF SCHOOLS FOLLOWING A POLICY FOR THE SELECTION  
OF LIBRARY MATERIALS, BY ENROLMENT OF SCHOOL

| Policy<br>Followed | Number and Percent of Schools, By Enrolment, Follow-<br>ing Policy |             |             |             |              |              | All<br>Enrol. |
|--------------------|--|-------------|-------------|-------------|--------------|--------------|---------------|
|                    | Under<br>150   | 150-<br>299 | 300-<br>599 | 600-<br>899 | 900-<br>1299 | 1300<br>& Up |               |
| Written policy     |  | 4<br>5.1%   | 7<br>6.9%   | 2<br>11.1%  |              |              | 13<br>5.86%   |
| Unwritten policy   | 2<br>33.3%   | 12<br>15.2% | 25<br>24.8% | 4<br>22.2%  | 4<br>36.4%   | 2<br>28.6%   | 49<br>22.07%  |
| No definite policy | 4<br>66.7%   | 61<br>77.2% | 66<br>65.3% | 12<br>66.7% | 7<br>63.6%   | 5<br>71.4%   | 155<br>69.82% |
| Not indicated      |  | 2<br>2.5%   | 3<br>3.0%   |             |              |              | 5<br>2.25%    |
| Total reporting    | 6  | 79          | 101         | 18          | 11           | 7            | 222           |





TABLE A-XXII

NUMBER AND PERCENT OF SCHOOLS WHICH MAY SPEND BUDGET ALLOTMENTS FROM THE  
BOARD FOR LIBRARY MATERIALS ANY TIME DURING THE SCHOOL YEAR,  
BY ENROLMENT AND LEVEL OF SCHOOL

| Level of School<br>and Enrolment | Number of<br>Schools<br>Reporting | Schools Which May Spend Library Allot-<br>ments at Any Time |         |
|----------------------------------|-----------------------------------|---|---------|
|                                  |                                   | Number  | Percent |
| <u>Elementary-sec.</u>           |                                   |   |         |
| Under 150                        | 3                                 | 3   | 100.0   |
| 150 - 299                        | 48                                | 26  | 54.2    |
| 300 - 599                        | 72                                | 42  | 58.3    |
| 600 - 899                        | 9                                 | 5   | 55.6    |
| 900 - 1,299                      | 1                                 | 1   | 100.0   |
| 1,300 & over                     | 1                                 | 1   | 100.0   |
| All enrolments                   | 134                               | 78  | 58.2    |
| <u>Secondary</u>                 |                                   |   |         |
| Under 150                        | 3                                 | 3   | 100.0   |
| 150 - 299                        | 31                                | 22  | 71.0    |
| 300 - 599                        | 29                                | 22  | 75.9    |
| 600 - 899                        | 9                                 | 6   | 66.7    |
| 900 - 1,299                      | 10                                | 5   | 50.0    |
| 1,300 & over                     | 6                                 | 5   | 83.3    |
| All enrolments                   | 88                                | 63  | 71.6    |



TABLE A-XXIII

NUMBER AND PERCENT OF SCHOOL SYSTEMS WHICH OPERATE A DIVISIONAL, COUNTY, OR DISTRICT LIBRARY OR HOLD MEMBERSHIP IN A REGIONAL LIBRARY, BY TYPE OF SCHOOL SYSTEM

| Central Library<br>Services of<br>School System                               | Divisions |      | Counties |      | Public<br>Dist. |     | Cath.<br>Sep. |      | All<br>Systems |      |
|---|-----------|------|----------|------|-----------------|-----|---------------|------|----------------|------|
|   | No.       | %    | No.      | %    | No.             | %   | No.           | %    | No.            | %    |
| Divisional, county,<br>or district library<br>serving schools                 | 3         | 11.5 | 3        | 13.6 |                 |     |               |      | 6              | 7.5  |
| Central filmstrip<br>library for schools                                      |           |      | 1        | 4.5  |                 |     | 1             | 12.5 | 2              | 2.5  |
| Membership in a<br>regional library   |           |      | 3        | 13.6 |                 |     |               |      | 3              | 3.8  |
| Professional library<br>for superintendent                                    |           |      |          |      | 1               | 4.3 | 1             | 12.5 | 2              | 2.5  |
| Professional library<br>for principals  |           |      |          |      | 1               | 4.3 |               |      | 1              | 1.3  |
| Professional library<br>for teachers  |           |      | 1        | 4.5  |                 |     |               |      | 1              | 1.3  |
| Total school systems<br>with central library<br>services for entire<br>system | 3         | 11.5 | 8        | 36.4 | 2               | 8.7 | 2             | 25.0 | 15             | 18.8 |





TABLE A-XXIV

NUMBER AND PERCENT OF TEACHERS REPORTING THEIR OPINIONS OF MATERIALS IN THEIR MAJOR TEACHING AREAS OBTAINABLE IN THEIR SCHOOL LIBRARIES, BY MAJOR TEACHING AREA AND SENIOR HIGH SCHOOL ENROLMENT

| Major Teaching Area | Number and Percent of Teachers, by Enrolment in Senior High School, Reporting Quality of Library Materials |              |            |                   |              |            |                     |              |            |        |
|---------------------|--|--------------|------------|-------------------|--------------|------------|---------------------|--------------|------------|--------|
|                     | Enrolment Below 50   |              |            | Enrolment 50 - 99 |              |            | Enrolment 100 - 199 |              |            |        |
|                     | Good to Excel.   | Fair to Poor | Don't Know | Good to Excel.    | Fair to Poor | Don't Know | Good to Excel.      | Fair to Poor | Don't Know | Total  |
| Business education  | 1  | 1            | 2          | 1                 | 5            | 1          | 6                   | 8            | 2          | 16     |
| English             | 50.0%  | 50.0%        | 100.0%     | 44.4%             | 55.6%        | 100.0%     | 37.5%               | 50.0%        | 12.5%      | 100.0% |
| Foreign languages   |  |              |            | 3                 | 3            | 6          | 8                   | 15           |            | 23     |
| Household arts      |  |              |            | 50.0%             | 50.0%        | 100.0%     | 34.8%               | 65.2%        |            | 100.0% |
| Industrial arts     |  |              |            | 3                 | 3            | 3          | 3                   | 9            |            | 12     |
| Mathematics         |  |              |            | 100.0%            |              | 100.0%     | 25.0%               | 75.0%        |            | 100.0% |
| Phys.ed.&health     |  |              |            | 1                 | 2            | 3          | 3                   | 5            |            | 8      |
| Science             |  |              |            | 33.3%             | 66.7%        | 100.0%     | 37.5%               | 62.5%        |            | 100.0% |
| Social studies      | 2  | 2            | 2          | 1                 | 4            | 3          | 2                   | 3            | 1          | 6      |
| Vocational ed.      | 100.0%   |              | 100.0%     | 28.6%             | 57.1%        | 14.3%      | 33.3%               | 50.0%        | 16.7%      | 100.0% |
| Mathematics-sc.     |  |              |            | 4                 | 2            | 1          | 5                   | 9            |            | 14     |
| English-social st.  |  |              |            | 100.0%            |              | 100.0%     | 35.7%               | 64.3%        |            | 100.0% |
| Others              |  |              |            | 1                 | 3            | 4          | 10                  | 100.0%       |            | 2      |
|                     |  |              |            | 66.7%             | 33.3%        | 100.0%     | 10                  | 9            |            | 19     |
|                     |  |              |            | 5                 | 4            | 9          | 52.6%               | 47.4%        |            | 100.0% |
|                     |  |              |            | 55.6%             | 44.4%        | 100.0%     | 8                   | 8            |            | 16     |
|                     |  |              |            | 1                 | 3            | 4          | 50.0%               | 50.0%        |            | 100.0% |
|                     |  |              |            | 25.0%             | 75.0%        | 100.0%     | 4                   | 4            |            | 8      |
|                     |  |              |            | 2                 | 2            | 2          | 50.0%               | 50.0%        |            | 100.0% |
|                     |  |              |            | 100.0%            |              | 100.0%     | 3                   | 4            |            | 7      |
|                     |  |              |            | 5                 | 14           | 20         | 42.9%               | 57.1%        |            | 100.0% |
|                     | 1  | 5            | 7          | 25.0%             | 70.0%        | 100.0%     | 7                   | 23           | 3          | 33     |
|                     | 14.3%  | 71.4%        | 14.3%      | 25.0%             | 70.0%        | 5.0%       | 21.2%               | 69.7%        | 9.1%       | 100.0% |
| Total reporting     | 2  | 8            | 11         | 30                | 39           | 71         | 59                  | 95           | 6          | 164    |
|                     | 18.2%  | 72.7%        | 9.1%       | 42.3%             | 54.9%        | 2.8%       | 36.0%               | 60.4%        | 3.6%       | 100.0% |



TABLE A-XXIV (Continued)

| Major Teaching Area | Number and Percent of Teachers, By Enrolment in Senior High School, Reporting Quality of Library Materials |              |                  |                     |              |                  |                         |              |                  |        |
|---------------------|--|--------------|------------------|---------------------|--------------|------------------|-------------------------|--------------|------------------|--------|
|                     | Enrolment 200 - 499  |              |                  | Enrolment 500 - 999 |              |                  | Enrolment 1,000 or Over |              |                  |        |
|                     | Good to Excel.   | Fair to Poor | Don't Know Total | Good to Excel.      | Fair to Poor | Don't Know Total | Good to Excel.          | Fair to Poor | Don't Know Total |        |
| Business education  | 7  | 12           | 3                | 22                  | 1            | 1                | 1                       | 9            | 1                | 21     |
| English             | 31.8%  | 54.5%        | 13.6%            | 100.0%              | 33.3%        | 33.3%            | 33.3%                   | 42.9%        | 4.8%             | 100.0% |
| Foreign languages   | 10   | 18           |                  | 28                  | 5            |                  |                         | 3            | 1                | 31     |
|                     | 35.7%  | 64.3%        |                  | 100.0%              | 100.0%       |                  |                         | 9.7%         | 3.2%             | 100.0% |
| Household arts      | 6  | 11           |                  | 17                  | 1            | 2                |                         | 13           |                  | 19     |
|                     | 35.3%  | 64.7%        |                  | 100.0%              | 33.3%        | 66.7%            |                         | 68.4%        |                  | 100.0% |
| Industrial arts     | 7  | 2            |                  | 9                   | 1            |                  |                         | 5            |                  | 5      |
|                     | 77.8%  | 22.2%        |                  | 100.0%              | 100.0%       |                  |                         | 100.0%       |                  | 100.0% |
| Mathematics         | 2  | 7            |                  | 9                   | 1            |                  |                         | 4            |                  | 4      |
|                     | 22.2%  | 77.8%        |                  | 100.0%              | 100.0%       |                  |                         | 100.0%       |                  | 100.0% |
| Phys.ed.&health     | 4  | 7            |                  | 11                  | 2            |                  |                         | 10           |                  | 20     |
|                     | 36.4%  | 63.6%        |                  | 100.0%              | 100.0%       |                  |                         | 50.0%        |                  | 100.0% |
| Science             | 2  | 8            |                  | 10                  | 2            |                  |                         | 6            | 2                | 8      |
|                     | 20.0%  | 80.0%        |                  | 100.0%              | 100.0%       |                  |                         | 75.0%        | 25.0%            | 100.0% |
| Social st.          | 6  | 22           | 1                | 29                  | 1            | 1                |                         | 14           | 10               | 24     |
|                     | 20.7%  | 75.9%        | 3.4%             | 100.0%              | 50.0%        | 50.0%            |                         | 58.3%        | 41.7%            | 100.0% |
| Vocational ed.      | 5  | 12           |                  | 17                  | 3            |                  |                         | 20           | 6                | 26     |
|                     | 29.4%  | 70.6%        |                  | 100.0%              | 100.0%       |                  |                         | 76.9%        | 23.1%            | 100.0% |
| Math.-science       | 3  | 8            | 1                | 12                  | 2            |                  |                         | 7            | 3                | 10     |
|                     | 25.0%  | 66.7%        | 8.3%             | 100.0%              | 100.0%       |                  |                         | 70.0%        | 30.0%            | 100.0% |
| English-soc. st.    | 5  | 4            |                  | 9                   | 1            |                  |                         | 1            |                  | 1      |
|                     | 55.6%  | 44.4%        |                  | 100.0%              | 100.0%       |                  |                         | 100.0%       |                  | 100.0% |
| Others              | 3  | 3            |                  | 6                   |              |                  |                         | 2            | 1                | 3      |
|                     | 50.0%  | 50.0%        |                  | 100.0%              |              |                  |                         | 66.7%        | 33.3%            | 100.0% |
|                     | 5  | 10           |                  | 15                  |              |                  |                         | 19           | 8                | 28     |
|                     | 33.3%  | 66.7%        |                  | 100.0%              |              |                  |                         | 67.9%        | 28.6%            | 100.0% |
| Total reporting     | 65   | 124          | 5                | 194                 | 19           | 3                | 3                       | 65           | 3                | 200    |
|                     | 33.5%  | 63.9%        | 2.6%             | 100.0%              | 76.0%        | 12.0%            | 12.0%                   | 66.0%        | 32.5%            | 100.0% |





TABLE A-XXV

NUMBER AND PERCENT OF TEACHERS REPORTING NUMBER OF BOOKS RECOMMENDED FOR PURCHASE BY SCHOOL LIBRARY DURING YEAR FROM MAY, 1963 TO MAY, 1964 AND MEDIAN NUMBER OF BOOKS RECOMMENDED FOR PURCHASE, BY MAJOR TEACHING AREA

| Major Teaching Area  | Number and Percent of Teachers, by Number of Books Recommended: |             |             |              |              |               |  | Median Number of Books Recommended | Total Reporting <sup>a</sup> |
|----------------------|---|-------------|-------------|--------------|--------------|---------------|--|------------------------------------|------------------------------|
|                      | None  | 1 - 4       | 5 - 9       | 10 - 14      | 15 or More   | Not Indicated |  |                                    |                              |
| Business education   | 11<br>19.3%   | 9<br>15.8%  | 9<br>15.8%  | 10<br>17.5%  | 8<br>14.0%   | 10<br>17.5%   |  | 6.0                                | 57                           |
| English              | 7<br>8.0%   | 6<br>6.9%   | 9<br>10.3%  | 10<br>11.5%  | 37<br>42.5%  | 18<br>20.7%   |  | 20.0                               | 87                           |
| Foreign languages    | 8<br>17.0%  | 6<br>12.8%  | 6<br>12.8%  | 7<br>14.9%   | 10<br>21.3%  | 10<br>21.3%   |  | 6.0                                | 47                           |
| Household arts       | 3<br>12.0%  | 4<br>16.0%  | 9<br>36.0%  | 5<br>20.0%   | 2<br>8.0%    | 2<br>8.0%     |  | 6.0                                | 25                           |
| Industrial arts      | 1<br>4.3%   | 6<br>26.1%  | 6<br>26.1%  | 2<br>8.7%    | 5<br>21.7%   | 3<br>13.0%    |  | 6.0                                | 23                           |
| Mathematics          | 9<br>17.3%  | 10<br>19.2% | 11<br>21.2% | 5<br>9.6%    | 12<br>23.0%  | 5<br>9.6%     |  | 6.0                                | 52                           |
| Phys. ed. & health   | 2<br>9.5%   | 3<br>14.3%  | 4<br>19.0%  | 5<br>23.8%   | 3<br>14.3%   | 4<br>19.0%    |  | 9.0                                | 21                           |
| Science              | 2<br>2.6%   | 14<br>17.9% | 15<br>19.2% | 16<br>20.5%  | 21<br>26.9%  | 10<br>12.8%   |  | 10.0                               | 78                           |
| Social studies       | 2<br>3.4%   | 9<br>15.2%  | 7<br>11.9%  | 16<br>27.1%  | 19<br>32.2%  | 6<br>10.2%    |  | 10.0                               | 59                           |
| Vocational education | 2<br>10.5%  | 1<br>5.3%   |             | 2<br>10.5%   | 10<br>52.6%  | 4<br>21.1%    |  | 20.0                               | 19                           |
| Math.-science        |   | 2<br>9.5%   | 2<br>9.5%   | 7<br>33.3%   | 7<br>33.3%   | 3<br>14.3%    |  | 12.0                               | 21                           |
| English-soc. st.     | 2<br>12.5%  | 1<br>6.3%   | 2<br>12.5%  | 3<br>18.8%   | 7<br>43.8%   | 1<br>6.3%     |  | 12.0                               | 16                           |
| Others               | 11<br>11.3%   | 8<br>8.2%   | 10<br>10.3% | 15<br>15.5%  | 36<br>37.1%  | 17<br>17.5%   |  | 12.0                               | 97                           |
| Total reporting      | 60<br>10.0%   | 79<br>13.1% | 90<br>15.0% | 103<br>17.1% | 177<br>29.4% | 93<br>15.4%   |  | 10.0                               | 602                          |

<sup>a</sup> Excludes teachers who did not teach in 1962-63.





TABLE A-XXVI

NUMBER AND PERCENT OF TEACHERS REPORTING THAT THEIR PROFESSIONAL PREPARATION HAD INCLUDED INSTRUCTION IN THE ROLE AND FUNCTION OF THE SCHOOL LIBRARY IN THE SECONDARY SCHOOL PROGRAM

| Extent of Professional Preparation in Role and Function of School Library | Number | Percent |
|---|--------|---------|
| Not part of professional training   | 366    | 55.0    |
| Only incidentally treated in some classes                                 | 232    | 34.9    |
| Definite part of professional course                                      | 33     | 5.0     |
| One or more separate courses in library science                           | 20     | 3.0     |
| Not indicated   | 14     | 2.1     |
| Total reporting   | 665    | 100.0   |



TABLE A-XXVII

NUMBER AND PERCENT OF TEACHERS REPORTING WHETHER TRAINING IN USE OF  
LIBRARY RESOURCES SHOULD BE PART OF THE EDUCATION OF ALL STUDENTS,  
BY MAJOR TEACHING AREA

| Major Teaching Area    | Should Be<br>Part of Edu-<br>cation of<br>All Students |       | Should Not<br>Be Part of<br>Education of<br>All Students |   | Don't Know |     | Total<br>Reporting |
|------------------------|--|-------|--|---|------------|-----|--------------------|
|                        | No.  | %     | No.  | % | No.        | %   |                    |
| Business education     | 62   | 98.4  |  |   | 1          | 1.6 | 63                 |
| English                | 96   | 98.0  |  |   | 2          | 2.0 | 98                 |
| Foreign languages      | 57   | 100.0 |  |   |            |     | 57                 |
| Household arts         | 26   | 100.0 |  |   |            |     | 26                 |
| Industrial arts        | 23   | 100.0 |  |   |            |     | 23                 |
| Mathematics            | 56   | 100.0 |  |   |            |     | 56                 |
| Phys. ed. & health     | 23   | 100.0 |  |   |            |     | 23                 |
| Science                | 79   | 98.7  |  |   | 1          | 1.3 | 80                 |
| Social studies         | 71   | 100.0 |  |   |            |     | 71                 |
| Vocational education   | 24   | 100.0 |  |   |            |     | 24                 |
| Math.-science          | 23   | 100.0 |  |   |            |     | 23                 |
| English-social studies | 18   | 100.0 |  |   |            |     | 18                 |
| Others                 | 101  | 98.1  |  |   | 2          | 1.9 | 103                |
| Total reporting        | 659  | 99.1  | -  | - | 6          | 0.9 | 665                |





TABLE A-XXVIII

NUMBER AND PERCENT OF TEACHERS REPORTING RESPONSIBILITY FOR FOSTERING THE  
DEVELOPMENT OF LIBRARY SKILLS, BY MAJOR TEACHING AREA

| Major Teaching Area    | Have Personal Responsibility |       | Do Not Have Personal Responsibility |      | Not Indicated |     | Total Reporting |
|------------------------|------------------------------|-------|-------------------------------------|------|---------------|-----|-----------------|
|                        | No.                          | %     | No.                                 | %    | No.           | %   |                 |
| Business education     | 35                           | 55.6  | 25                                  | 39.7 | 3             | 4.8 | 63              |
| English                | 93                           | 94.9  | 5                                   | 5.1  |               |     | 98              |
| Foreign languages      | 27                           | 47.4  | 26                                  | 45.6 | 4             | 7.0 | 57              |
| Household arts         | 15                           | 57.8  | 11                                  | 42.3 |               |     | 26              |
| Industrial arts        | 14                           | 60.9  | 9                                   | 39.1 |               |     | 23              |
| Mathematics            | 29                           | 51.8  | 25                                  | 44.6 | 2             | 3.6 | 56              |
| Phys. ed. & health     | 11                           | 47.8  | 10                                  | 43.5 | 2             | 8.7 | 23              |
| Science                | 47                           | 58.8  | 31                                  | 38.8 | 2             | 2.5 | 80              |
| Social studies         | 57                           | 80.3  | 11                                  | 15.5 | 3             | 4.2 | 71              |
| Vocational education   | 21                           | 87.5  | 3                                   | 12.5 |               |     | 24              |
| Math.-science          | 14                           | 60.9  | 7                                   | 30.4 | 2             | 8.7 | 23              |
| English-social studies | 18                           | 100.0 |                                     |      |               |     | 18              |
| Others                 | 72                           | 69.9  | 27                                  | 26.2 | 4             | 3.9 | 103             |
| Total reporting        | 453                          | 68.1  | 190                                 | 28.6 | 22            | 3.3 | 665             |



TABLE A-XXIX

NUMBER AND PERCENT OF TEACHERS REPORTING FREQUENCY OF ATTEMPTS TO INTEREST STUDENTS IN READING BOOKS FOR PLEASURE, BY MAJOR TEACHING AREA

| Major Teaching Area    | Number and Percent of Teachers Who Attempt To Interest Students in Reading Books |                   |             |            |               | Total Reporting |
|------------------------|--|-------------------|-------------|------------|---------------|-----------------|
|                        | Frequen-<br>tly  | Occasion-<br>ally | Seldom      | Never      | Not<br>Indic. |                 |
| Business education     | 17<br>27.0%  | 22<br>34.9%       | 14<br>22.2% | 7<br>11.1% | 3<br>4.8%     | 63              |
| English                | 77<br>78.6%  | 21<br>21.4%       |             |            |               | 98              |
| Foreign languages      | 18<br>31.6%  | 24<br>42.1%       | 9<br>15.8%  | 1<br>1.8%  | 5<br>8.8%     | 57              |
| Household arts         | 6<br>23.1%   | 12<br>46.2%       | 5<br>19.2%  |            | 3<br>11.5%    | 26              |
| Industrial arts        | 4<br>17.4%   | 7<br>30.4%        | 9<br>39.1%  | 1<br>4.3%  | 2<br>8.7%     | 23              |
| Mathematics            | 16<br>28.6%  | 16<br>28.6%       | 14<br>25.0% | 5<br>8.9%  | 5<br>8.9%     | 56              |
| Phys. ed. & health     | 4<br>17.4%   | 11<br>47.8%       | 6<br>26.1%  | 2<br>8.7%  |               | 23              |
| Science                | 13<br>16.3%  | 47<br>58.8%       | 13<br>16.3% | 5<br>6.3%  | 2<br>2.5%     | 80              |
| Social studies         | 30<br>42.3%  | 32<br>45.1%       | 7<br>9.9%   |            | 2<br>2.8%     | 71              |
| Vocational education   | 3<br>12.5%   | 10<br>41.7%       | 5<br>20.8%  | 4<br>16.7% | 2<br>8.3%     | 24              |
| Mathematics-science    | 2<br>8.7%  | 11<br>47.8%       | 4<br>17.4%  | 4<br>17.4% | 2<br>8.7%     | 23              |
| English-social studies | 12<br>66.7%  | 5<br>27.8%        | 1<br>5.6%   |            |               | 18              |
| Others                 | 39<br>37.9%  | 41<br>39.8%       | 11<br>10.7% | 5<br>4.9%  | 7<br>6.8%     | 103             |
| Total reporting        | 241<br>36.2%   | 259<br>38.9%      | 98<br>14.7% | 34<br>5.1% | 33<br>5.0%    | 665             |



TABLE A-XXX

NUMBER AND PERCENT OF SCHOOLS REPORTING ROLE THE LIBRARY ACTUALLY IS FUL-  
FILLING IN THE TOTAL INSTRUCTIONAL PROGRAM OF THE SCHOOL,  
BY SENIOR HIGH SCHOOL ENROLMENT

| Role Being Fulfilled<br>by the Library   | Number and Percent of Schools, by<br>Enrolment in Senior High School,<br>Reporting |             |             |             |             |              | Total<br>Reporting |
|--|--|-------------|-------------|-------------|-------------|--------------|--------------------|
|  | Under<br>50  | 50-<br>99   | 100-<br>199 | 200-<br>499 | 500-<br>999 | 1000<br>& Up |                    |
| Contributes extensively<br>to the instructional<br>program                           | 3<br>6.8%  | 6<br>8.2%   | 11<br>20.4% | 4<br>12.1%  | 1<br>25.0%  | 5<br>35.7%   | 30<br>13.5%        |
| Contributes some but<br>could do much more   | 22<br>50.0%  | 35<br>47.9% | 29<br>53.7% | 22<br>66.7% | 2<br>50.0%  | 7<br>50.0%   | 117<br>52.7%       |
| Contributes very little<br>other than serving as a<br>materials accounting<br>center | 15<br>34.1%  | 26<br>35.6% | 9<br>16.7%  | 5<br>15.2%  |             |              | 55<br>24.8%        |
| Don't know   | 3<br>6.8%  | 2<br>2.7%   | 1<br>1.9%   | 1<br>3.0%   |             | 1<br>7.1%    | 8<br>3.6%          |
| Not indicated  | 1<br>2.3%  | 4<br>5.5%   | 4<br>7.4%   | 1<br>3.0%   | 1<br>25.0%  | 1<br>7.1%    | 12<br>5.4%         |
| Total reporting  | 44   | 73          | 54          | 33          | 4           | 14           | 222                |





TABLE A-XXXI

NUMBER AND PERCENT OF SCHOOLS REPORTING EXTENT OF USE BEING MADE OF EXISTING LIBRARY FACILITIES AND RESOURCES BY PUPILS (NOT INCLUDING STUDY HALL USE), BY LEVEL OF SCHOOL AND ENROLMENT

| Evaluation of Use<br>Being Made of<br>Central Library | Number and Percent of Schools, By Level of School and Enrolment, Reporting |             |             |             |              |              |             |                        |             |             |             |              |              |            | All<br>Schools &<br>Enrol. |
|---|--|-------------|-------------|-------------|--------------|--------------|-------------|------------------------|-------------|-------------|-------------|--------------|--------------|------------|----------------------------|
|   | Elementary-secondary Schools   |             |             |             |              |              |             | Secondary Schools only |             |             |             |              |              |            |                            |
|   | Under<br>150   | 150-<br>299 | 300-<br>599 | 600-<br>899 | 900-<br>1299 | 1300<br>& Up | Enrol.      | Under<br>150           | 150-<br>299 | 300-<br>599 | 600-<br>899 | 900-<br>1299 | 1300<br>& Up | Enrol.     |                            |
| Extensive   |  | 4           | 3           |             |              |              | 7<br>5.2%   | 1                      | 1           |             |             |              |              | 13<br>5.9% |                            |
| Satisfactory  |  |             |             |             |              |              |             | 3.2%                   | 3.4%        |             |             |              |              |            |                            |
|   | 1  | 12          | 20          | 4           | 1            | 1            | 39          | 13                     | 12          | 4           | 5           | 2            | 2            | 6          |                            |
|   | 33.3%  | 25.0%       | 27.8%       | 44.4%       | 100.0        | 100.0%       | 29.1%       | 41.9%                  | 41.4%       | 44.4%       | 50.0%       | 33.3%        | 33.3%        | 6.8%       |                            |
| Fair  | 2  | 21          | 35          | 3           |              |              | 61<br>45.5% | 2                      | 15          | 12          | 3           | 3            | 1            | 36         |                            |
|   | 66.7%  | 43.7%       | 48.6%       | 33.3%       |              |              |             | 66.7%                  | 48.4%       | 41.4%       | 33.3%       | 30.0%        | 16.7%        | 40.9%      |                            |
| Poor  |  | 10          | 11          |             |              |              | 21<br>15.7% | 1                      | 2           | 3           | 2           |              | 8            | 9.1%       |                            |
|   |  | 20.8%       | 15.3%       |             |              |              |             | 33.3%                  | 6.5%        | 10.3%       | 22.2%       |              |              |            |                            |
| Not included  |  | 1           | 3           | 2           |              |              | 6<br>4.5%   |                        |             | 1           |             |              | 1            | 2          |                            |
|   |  | 2.1%        | 4.2%        | 22.2%       |              |              |             |                        |             | 3.4%        |             |              | 16.7%        | 2.3%       |                            |
| Total reporting                                       | 3  | 48          | 72          | 9           | 1            | 1            | 134         | 3                      | 31          | 29          | 9           | 10           | 6            | 88         |                            |
|   |  |             |             |             |              |              |             |                        |             |             |             |              |              | 222        |                            |



TABLE A-XXXII

NUMBER AND PERCENT OF TEACHERS REPORTING ON SUPPLEMENTAL BOOKS BORROWED  
FROM THE SCHOOL LIBRARY, BY MAJOR TEACHING AREA

| Major Teaching Area    | Have Loan<br>Collection<br>From Lib. |      | Do Not Have<br>Loan Collec.<br>From Lib. |      | Not<br>Indicated |     | Total<br>Reporting |
|------------------------|--------------------------------------|------|--|------|------------------|-----|--------------------|
|                        | No.                                  | %    | No.                                      | %    | No.              | %   |                    |
| Business education     | 36                                   | 57.1 | 26                                       | 41.3 | 1                | 1.6 | 63                 |
| English                | 42                                   | 42.9 | 56                                       | 57.1 |                  |     | 98                 |
| Foreign languages      | 31                                   | 54.4 | 26                                       | 45.6 |                  |     | 57                 |
| Household arts         | 24                                   | 92.3 | 2  | 7.7  |                  |     | 26                 |
| Industrial arts        | 16                                   | 69.6 | 7  | 30.4 |                  |     | 23                 |
| Mathematics            | 22                                   | 39.3 | 34                                       | 60.7 |                  |     | 56                 |
| Phys. ed. & health     | 10                                   | 43.5 | 13                                       | 56.5 |                  |     | 23                 |
| Science                | 45                                   | 56.3 | 35                                       | 43.8 |                  |     | 80                 |
| Social studies         | 42                                   | 59.2 | 29                                       | 40.8 |                  |     | 71                 |
| Vocational education   | 20                                   | 83.3 | 4  | 16.7 |                  |     | 24                 |
| Math.-science          | 11                                   | 47.8 | 12                                       | 52.2 |                  |     | 23                 |
| English-social studies | 8                                    | 44.4 | 10                                       | 55.6 |                  |     | 18                 |
| Others                 | 51                                   | 49.5 | 50                                       | 48.5 | 1                | 1.0 | 103                |
| Total reporting        | 358                                  | 53.8 | 305                                      | 45.9 | 2                | 0.3 | 665                |





TABLE A-XXXIII

NUMBER AND PERCENT OF TEACHERS REPORTING FREQUENCY OF USE OF PROFESSIONAL MATERIALS REGULARLY PURCHASED BY SCHOOL LIBRARY, BY MAJOR TEACHING AREA

| Major Teaching Area    | Number and Percent of Teachers Who Use Professional Materials |               |             |            |              | Total Reporting |
|------------------------|---|---------------|-------------|------------|--------------|-----------------|
|                        | Frequent-ly   | Occasion-ally | Seldom      | Never      | Not Indic.   |                 |
| Business education     | 13<br>20.6%   | 26<br>41.3%   | 9<br>14.3%  | 4<br>6.3%  | 11<br>17.5%  | 63              |
| English                | 34<br>34.7%   | 41<br>41.9%   | 9<br>9.2%   | 2<br>2.0%  | 12<br>12.2%  | 98              |
| Foreign languages      | 10<br>17.5%   | 21<br>36.8%   | 8<br>14.0%  | 3<br>5.3%  | 15<br>26.3%  | 57              |
| Household arts         | 7<br>26.9%  | 10<br>38.5%   | 5<br>19.2%  |            | 4<br>15.4%   | 26              |
| Industrial arts        | 4<br>17.4%  | 10<br>43.5%   | 6<br>26.1%  | 1<br>4.3%  | 2<br>8.7%    | 23              |
| Mathematics            | 11<br>19.6%   | 24<br>42.9%   | 7<br>12.5%  | 1<br>1.8%  | 13<br>23.2%  | 56              |
| Phys. ed. & health     | 2<br>8.7%   | 13<br>56.5%   | 3<br>13.0%  | 1<br>4.3%  | 4<br>17.4%   | 23              |
| Science                | 23<br>28.8%   | 31<br>38.8%   | 17<br>21.3% | 2<br>2.5%  | 7<br>8.8%    | 80              |
| Social studies         | 18<br>25.4%   | 36<br>50.7%   | 7<br>9.9%   | 2<br>2.8%  | 8<br>11.3%   | 71              |
| Vocational education   | 8<br>33.3%  | 10<br>41.7%   | 2<br>8.3%   | 2<br>8.3%  | 2<br>8.3%    | 24              |
| Mathematics-science    | 4<br>17.4%  | 8<br>34.8%    | 8<br>34.8%  |            | 3<br>13.0%   | 23              |
| English-social studies | 7<br>38.9%  | 5<br>27.8%    | 3<br>16.7%  |            | 3<br>16.7%   | 18              |
| Others                 | 28<br>27.2%   | 38<br>36.9%   | 15<br>14.6% | 1<br>1.0%  | 21<br>20.4%  | 103             |
| Total reporting        | 169<br>25.4%  | 273<br>41.0%  | 99<br>14.9% | 19<br>2.9% | 105<br>15.8% | 665             |



TABLE A-XXXIV

NUMBER AND PERCENT OF ELEMENTARY-SECONDARY AND SECONDARY SCHOOLS REPORTING  
SUBJECT AREAS WHICH ARE BEST REPRESENTED IN CENTRALIZED LIBRARIES

| Subject Areas Best<br>Represented in<br>Central Library | Number and Percent of Schools<br>Reporting, by Level of School |      |                                     |      | Total Reporting<br>No.                  % |      |
|---|--|------|-------------------------------------|------|---|------|
|   | Elem.-secondary<br>No.                  %                      |      | Secondary<br>No.                  % |      |   |      |
| Social studies  | 114  | 85.1 | 79                                  | 89.8 | 193                                       | 86.9 |
| Science   | 106  | 79.1 | 57                                  | 64.8 | 163                                       | 73.4 |
| English   | 72   | 53.7 | 63                                  | 71.6 | 135                                       | 60.8 |
| Mathematics   | 24   | 17.9 | 32                                  | 36.4 | 56  | 25.2 |
| Phys. ed. & health                                      | 19   | 14.2 | 16                                  | 18.2 | 35  | 15.8 |
| Foreign languages                                       | 9  | 6.7  | 21                                  | 23.9 | 30  | 13.5 |
| Industrial arts   | 11   | 8.2  | 19                                  | 21.6 | 30  | 13.5 |
| Art   | 11   | 8.2  | 18                                  | 20.5 | 29  | 13.1 |
| Household arts  | 11   | 8.2  | 15                                  | 17.0 | 26  | 11.7 |
| Music   | 12   | 9.00 | 11                                  | 12.5 | 23  | 10.4 |



TABLE A-XXV

NUMBER AND PERCENT OF ELEMENTARY-SECONDARY AND SECONDARY SCHOOLS REPORTING  
SUBJECT AREAS WHICH SHOULD BE BETTER REPRESENTED IN CENTRALIZED LIBRARIES

| Subject Areas Which<br>Should Be Better<br>Represented in<br>Central Library | Number and Percent of Schools<br>Reporting, By Level of School |      |           |      | Total Reporting |      |
|--|--|------|-----------|------|-----------------|------|
|  | Elem.-secondary  |      | Secondary |      |                 |      |
|  | No.  | %    | No.       | %    | No.             | %    |
| Mathematics  | 66   | 49.3 | 33        | 37.5 | 99              | 44.6 |
| Foreign languages  | 65   | 48.5 | 33        | 37.5 | 98              | 44.1 |
| Art  | 67   | 50.0 | 27        | 30.7 | 94              | 42.3 |
| Phys. ed. & health   | 57   | 42.6 | 31        | 35.2 | 88              | 39.6 |
| Science  | 42   | 31.3 | 41        | 46.6 | 83              | 37.4 |
| English  | 54   | 40.3 | 27        | 30.7 | 82              | 36.9 |
| Music  | 52   | 38.8 | 29        | 33.0 | 81              | 36.5 |
| Business education   | 45   | 33.6 | 30        | 34.1 | 75              | 33.8 |
| Industrial arts  | 33   | 24.6 | 29        | 33.0 | 62              | 27.9 |
| Social studies   | 35   | 26.1 | 25        | 28.4 | 60              | 27.0 |
| Household arts   | 32   | 23.9 | 25        | 28.4 | 57              | 25.7 |
| Vocational education   |  |      | 1         | 1.1  | 1               | 0.5  |





TABLE A-XXXVI

MEDIAN NUMBER OF GENERAL PERIODICALS IN ELEMENTARY-SECONDARY AND  
SECONDARY SCHOOL LIBRARIES, BY ENROLMENT OF SCHOOL

| Enrolment of School | Number of<br>Elem.-sec.<br>Schools<br>Reporting | Median No.<br>of General<br>Periodicals<br>for Schools<br>Reporting | Number of<br>Secondary<br>Schools<br>Reporting | Median No.<br>of General<br>Periodicals<br>for Schools<br>Reporting |
|---------------------|---|---|--|---|
| 150 - 299           | 40  | 3   | 24   | 6.5   |
| 300 - 599           | 53  | 4   | 21   | 5   |
| 600 - 899           | 8   | 6   | 5  | 17  |
| 900 - 1,299         | 1   | Not indicated   | 8  | 52  |
| 1,300 and over      | 1   | 15  | 6  | 55.5  |
| All enrolments      | 103   | 4   | 64   | 5   |



TABLE A-XXXVII

MEDIAN NUMBER OF PROFESSIONAL PERIODICALS IN ELEMENTARY-SECONDARY AND SECONDARY SCHOOL LIBRARIES, BY ENROLMENT OF SCHOOL

| Enrolment of School | Number of Elem.-sec. Schools Reporting | Median No. of Prof. Periodicals for Schools Reporting | Number of Secondary Schools Reporting | Median No. of Prof. Periodicals for Schools Reporting |
|---------------------|--|---|---------------------------------------|---|
| 150 - 299           | 31                                     | 1.5   | 22                                    | 3.5   |
| 300 - 599           | 47                                     | 2   | 16                                    | 2   |
| 600 - 899           | 8                                      | 3   | 6                                     | 11.5  |
| 900 - 1,299         | 1                                      | 0   | 7                                     | 5   |
| 1,300 and over      | 1                                      | 6   | 5                                     | 5   |
| All enrolments      | 88                                     | 2   | 56                                    | 4   |





## APPENDIX B

### LIBRARY REGULATIONS OF SCHOOL BUILDINGS ACT

| No. | Name of the School     | Remarks |
|-----|------------------------|---------|
| 1   | St. Mary's School, ... | ...     |
| 2   | ...                    | ...     |
| 3   | ...                    | ...     |
| 4   | ...                    | ...     |
| 5   | ...                    | ...     |
| 6   | ...                    | ...     |
| 7   | ...                    | ...     |
| 8   | ...                    | ...     |



## EXCERPTS FROM "REGULATIONS PURSUANT TO THE SCHOOL BUILDINGS ACT"

Alberta Regulation 627/65

Effective January 1, 1966

Categories of Schools (Part III, Item 9)

The Board, in considering need for space in schools, will normally consider a proposed project to come under one of four categories:

Category A: Senior high schools of 250 students or more, junior-senior high schools of 350 students or more and of which at least 150 students are in Grade X or above, or schools of 450 students or more in the range of Grades I-XII of which 150 or more are in Grade X or above.

Category B: A school having at least a total enrolment of 200 pupils, of which 100 pupils or more are enrolled in Grade VII or above.

Category C: A school of 150 pupils or more which does not meet those requirements of Categories A or B.

Category D: A school of less than 150 pupils.

Library Areas (Part III, Item 17)

Library facilities in total may typically be recognized as follows:

| Category | Enrolments    | Library Area                        |
|----------|---------------|-------------------------------------|
| A        | Minimum       | 1,500 sq. ft. <sup>a</sup>          |
|          | 350 - 500     | 1,800 sq. ft. <sup>a</sup>          |
|          | 500 - 700     | 2,100 (base 3½ sq. ft. per student) |
|          | 700 - 900     | 2,800 sq. ft.                       |
|          | 900 - 1,100   | 3,500 sq. ft.                       |
|          | 1,100 - 1,300 | 4,200 sq. ft.                       |
|          | 1,300 - 1,500 | 4,900 sq. ft.                       |
| B & C    | 200 - 350     | 900 to 1,200 sq. ft. <sup>a</sup>   |
|          | 350 - 500     | 1,500 sq. ft. <sup>a</sup>          |
|          | 500 - 700     | 1,800 (base 3 sq. ft. per student)  |
|          | 700 - 900     | 2,400 sq. ft.                       |
|          | 900 - 1,200   | 3,200 sq. ft.                       |
|          | 1,200 - 1,500 | 4,000 sq. ft.                       |

Note: Planning should associate the library with one or more of the general ancillary classrooms in schools of under 750 enrolment (See III - 12.), or with one or more of the special ancillary spaces in schools of over 750 enrolment (See III - 18), in order to develop an instructional-



materials center. This procedure may also provide a greater general area from which the library may be enlarged if and when the school increases in size, or the educational concepts of the function of the library change. Smaller-sized libraries<sup>a</sup> are so sized that they may be reclassified or divided as classroom or ancillary-instruction space if and when the school increases in size and qualifies for a larger library. In Category D of over 75 pupils, or in small Category C schools a combined library-ancillary room may be assigned.





## APPENDIX C

### SURVEY QUESTIONNAIRES



## LIBRARY SURVEY OF UNIT SCHOOL SYSTEMS

General

1. Indicate the type of school system. Check ONE.

School division \_\_\_\_\_ Public School District \_\_\_\_\_  
 County \_\_\_\_\_ Catholic Separate School District \_\_\_\_\_  
 Protestant Separate School District \_\_\_\_\_

2. Name of school system (divisions, county, or district) \_\_\_\_\_

Schools and Enrolments

3. How many schools under this board would be classed as  
 elementary \_\_\_\_\_ elementary-secondary \_\_\_\_\_ secondary \_\_\_\_\_
4. What is the enrolment of all schools under this board?  
 elementary \_\_\_\_\_ elementary-secondary \_\_\_\_\_ secondary \_\_\_\_\_ total \_\_\_\_\_
5. How many schools under this board have centralized libraries?  
 elementary \_\_\_\_\_ elementary-secondary \_\_\_\_\_ secondary \_\_\_\_\_ total \_\_\_\_\_
6. What is the enrolment of all schools with centralized libraries?  
 elementary \_\_\_\_\_ elementary-secondary \_\_\_\_\_ secondary \_\_\_\_\_ total \_\_\_\_\_
7. If there are centralized libraries in any schools with enrolments less than 150 please indicate the number and enrolments.

|                                | Elementary | Elementary-secondary | Secondary |
|--------------------------------|------------|----------------------|-----------|
| Number of such schools _____   | _____      | _____                | _____     |
| Enrolment of each school _____ | _____      | _____                | _____     |

Library Budget

8. What is the total amount of your current annual school budget? \_\_\_\_\_
9. What amount of this budget is allotted for the purchase of each of the following items:

| (a) <u>for school libraries</u> | (b) <u>for divisional, county, or district libraries operated by the board or school committee</u> |
|---------------------------------|--|
|---------------------------------|--|

|                                 |       |
|---------------------------------|-------|
| Books _____                     | _____ |
| Periodicals _____               | _____ |
| Filmstrips _____                | _____ |
| Phonograph records _____        | _____ |
| Rebinding _____                 | _____ |
| Other library materials _____   | _____ |
| Total library expenditure _____ | _____ |

10. What establishment grant for school libraries is provided by the board or school committee

(a) per room when new, additional classrooms are opened? \_\_\_\_\_

(b) per room when a new school is built? \_\_\_\_\_





11. What is the general policy determining the annual library grant(s) for each school?  
 Books \$\_\_\_\_\_ per student, classroom, teacher, school (Underline ONE)  
 Periodicals \$\_\_\_\_\_ per student, classroom, teacher, school  
 Filmstrips \$\_\_\_\_\_ per student, classroom, teacher, school  
 Other items: (Specify) \_\_\_\_\_  
 \$\_\_\_\_\_ per \_\_\_\_\_
12. In your grants for library books is there any stipulation regarding the purchase of reference books or free reading books, that is, must it be one or the other or both?  
 YES \_\_\_\_\_ NO \_\_\_\_\_ If YES, explain \_\_\_\_\_
13. Has the annual expenditure per pupil increased at all during the past five years for each of the following library items?
- |                       | YES   | NO    |
|-----------------------|-------|-------|
| Books                 | _____ | _____ |
| Periodicals           | _____ | _____ |
| Filmstrips            | _____ | _____ |
| Phonograph records    | _____ | _____ |
| Other (specify) _____ | _____ | _____ |

Regional School Library (Divisional, County, or District library serving two or more schools in the school system)

14. Do you operate a centralized, regional library for schools in your system? (Do not include textbooks, or basic or supplementary readers) YES \_\_\_\_\_ NO \_\_\_\_\_

IF YOUR ANSWER TO QUESTION 14 IS NO, PROCEED TO QUESTION 22, OTHERWISE CONTINUE WITH QUESTION 15.

15. Approximately how many books are contained in the centralized system library? Do not include textbooks, or basic or supplementary readers.  
 Fiction \_\_\_\_\_ Non-fiction \_\_\_\_\_ Total books \_\_\_\_\_
16. If filmstrips are stocked, what number are there? \_\_\_\_\_
17. Estimate what percentage of books and filmstrips are suitable for senior high school use.  
 Fiction \_\_\_\_\_% Non-fiction \_\_\_\_\_% Filmstrips \_\_\_\_\_%
18. What number of professional librarians (possessing a degree in library science) are employed for the regional library? \_\_\_\_\_
19. What number of other librarians for the regional library  
 (a) have university library training other than in basic teacher training, ie., university courses in library science \_\_\_\_\_  
 (b) possess other special library training \_\_\_\_\_  
 (c) possess no special library training but have been trained as teachers \_\_\_\_\_
20. What number of schools are served by the regional school system library? \_\_\_\_\_
21. What is the enrolment of all schools served by this library? \_\_\_\_\_





School Librarians

22. Does the school system employ a school library supervisor or other equivalent official who is responsible for library development in the district, division, or county?  
 YES \_\_\_\_\_ NO \_\_\_\_\_ If YES, what training in library does this person have? \_\_\_\_\_
23. What criteria are used by the board to determine when it will hire  
 (a) a full-time school librarian? \_\_\_\_\_  
 (b) a part-time librarian? \_\_\_\_\_

School Library Quarters

24. What criteria are used by the board to determine when it will include or add a centralized library to a school building?  
 \_\_\_\_\_
25. What enrolment does your board consider minimum before a school should have a centralized library?  
 100 \_\_\_\_\_ 250 \_\_\_\_\_ 400 \_\_\_\_\_ other (specify) \_\_\_\_\_  
 150 \_\_\_\_\_ 300 \_\_\_\_\_ 450 \_\_\_\_\_ don't know \_\_\_\_\_  
 200 \_\_\_\_\_ 350 \_\_\_\_\_ 500 \_\_\_\_\_
26. How many new schools built within the past five years have included centralized libraries?  
 elementary \_\_\_\_\_ elementary-secondary \_\_\_\_\_ secondary \_\_\_\_\_ total \_\_\_\_\_
27. How many new schools built within the past five years have not included centralized libraries?  
 elementary \_\_\_\_\_ elementary-secondary \_\_\_\_\_ secondary \_\_\_\_\_ total \_\_\_\_\_
28. How many older schools, built originally without centralized libraries, have had library additions in the past five years?  
 elementary \_\_\_\_\_ elementary-secondary \_\_\_\_\_ secondary \_\_\_\_\_ total \_\_\_\_\_
29. How many schools with enrolments in excess of that indicated in Question 25 are still without centralized libraries?  
 elementary \_\_\_\_\_ elementary-secondary \_\_\_\_\_ secondary \_\_\_\_\_ total \_\_\_\_\_
30. When a new centralized library is to be built, what criteria is used to determine what size it should be?  
 \_\_\_\_\_

Standardized Library Procedures

31. Does the school system maintain any standardized school library procedures, e.g., all books to be classified by the Dewey system?  
 YES \_\_\_\_\_ NO \_\_\_\_\_ If YES, specify on back or attach.

PLEASE RETURN THIS QUESTIONNAIRE TO: George E. Sisko, Principal  
 Delburne Centralized School  
 Delburne, Alberta.



## LIBRARY SURVEY OF SCHOOLS

School and Enrolment

1. Indicate the type of school system in which the school is located.  
Check ONE.  
 School Division \_\_\_\_\_ Public School District \_\_\_\_\_  
 County \_\_\_\_\_ Catholic Separate District \_\_\_\_\_  
 Protestant Separate Dist. \_\_\_\_\_
2. Name of school system (division, county, or district) \_\_\_\_\_
3. Indicate the level of your school. Elementary-secondary \_\_\_\_;  
 Secondary \_\_\_\_
4. What is the grade span taught in your school? Encircle grades.  
 1 2 3 4 5 6 7 8 9 10 11 12
5. What number of classrooms are there  
 (a) in the total school? \_\_\_\_\_ (b) in the senior high school? \_\_\_\_\_
6. What number of teachers are there?  
 (a) in the total school? \_\_\_\_\_ (b) in the senior high school? \_\_\_\_\_
7. What is the school enrolment  
 (a) in the total school? \_\_\_\_\_ (b) in the senior high school? \_\_\_\_\_

Library Facilities

8. What is the approximate area in square feet of the library? \_\_\_\_\_
9. What is the seating accommodation with places at tables? \_\_\_\_\_
10. Is the central library located in quarters intended for that purpose  
 when the school was built? Yes \_\_\_\_; No \_\_\_\_  
 If your answer is NO, for what purpose was this location originally  
 intended? \_\_\_\_\_
11. Which of the following are contained in your central library?  
 Check those that apply.
 

|                       |                                 |                      |
|-----------------------|---------------------------------|----------------------|
| reading area _____    | charging desk or counter _____  | portable chalk _____ |
| conference room _____ | labelled shelf sections _____   | board _____          |
| office area _____     | magazine display rack _____     | storage for _____    |
| bulletin board _____  | filmstrip filing case or _____  | maps _____           |
| card catalogue _____  | cabinet _____                   | picture file _____   |
| shelf list _____      | work room for processing, _____ | pamphlet file _____  |
|                       | repairing, etc. _____           | typewriter _____     |
|                       |                                 | book truck _____     |
12. What system is used to classify books?
  1. \_\_\_\_ Dewey decimal system or some slight modification
  2. \_\_\_\_ Some other system developed by the division, district, or county
  3. \_\_\_\_ A system unique to this school
  4. \_\_\_\_ No system is used
13. Do you consider the library facilities in your school to be
  1. \_\_\_\_ Very good
  2. \_\_\_\_ Satisfactory
  3. \_\_\_\_ Fair
  4. \_\_\_\_ Poor

Library Resources

14. What number of books were part of the central library collection  
 in June, 1963?  
 Fiction \_\_\_\_\_ Non-fiction \_\_\_\_\_ Total volumes \_\_\_\_\_





15. What number of books were purchased for the school year 1963-64  
 (a) for the total school? Fiction \_\_\_\_\_ Non-fiction \_\_\_\_\_  
 (b) specifically for the senior high school? Fiction \_\_\_\_\_ Non-fiction \_\_\_\_\_
16. What number of periodicals are received regularly  
 (a) as professional periodicals for the staff? \_\_\_\_\_  
 (b) as general periodicals for students and staff? \_\_\_\_\_
17. Are the periodicals bound or preserved in any way? Yes \_\_\_\_; No \_\_\_\_
18. Which of the following periodicals does your school currently subscribe to?
- |                   |       |                   |       |                       |       |
|-------------------|-------|-------------------|-------|-----------------------|-------|
| Time              | _____ | A daily newspaper | _____ | National Geographic   | _____ |
| Newsweek          | _____ | Reader's Digest   | _____ | Canadian Geographical | _____ |
| Life              | _____ | Saturday Night    | _____ | Schools Arts Magazine | _____ |
| Maclean's         | _____ | Popular Mechanics | _____ | Scientific American   | _____ |
| World Affairs     | _____ | Popular Science   | _____ | Science News Letter   | _____ |
| Commentator       | _____ | Science World     | _____ | Behind the Headlines  | _____ |
| World Week        | _____ | Science Digest    | _____ | Current History       | _____ |
| Senior Scholastic | _____ | Canadian Audubon  | _____ | Beaver                | _____ |
19. Which of the following general references are contained in your library?
- |  |       |                     |       |
|--|-------|---------------------|-------|
| Up-to-date encyclopedia (published since 1959) | _____ | A French dictionary | _____ |
| Up-to-date dictionary (large size)             | _____ | Readers' Guide      | _____ |
| Up-to-date atlas (large size)                  | _____ | Canadian Index      | _____ |
| A biographical dictionary                      | _____ | World Almanac       | _____ |
|  |       | Gazetteer           | _____ |
|  |       | Recent edition of   | _____ |
|  |       | Canada Yearbook     | _____ |
20. What materials other than books are housed in the library?
- 
21. Do any classrooms have school book collections permanently housed in them? Yes \_\_\_\_; No \_\_\_\_ If YES, how many classroom book collections are there? \_\_\_\_\_  
 How many classroom book collections are not considered part of the central library? \_\_\_\_\_
22. What subject areas do you feel are best represented in the reference section of the central library? Check those that are well represented.
- |                    |       |                             |       |
|--------------------|-------|-----------------------------|-------|
| Art                | _____ | Mathematics                 | _____ |
| Business education | _____ | Music                       | _____ |
| English            | _____ | Physical education & health | _____ |
| Foreign languages  | _____ | Science                     | _____ |
| Household arts     | _____ | Social studies              | _____ |
| Industrial arts    | _____ |                             |       |





23. What subject areas should be better represented in the reference section of your library?

|                          |                                   |
|--------------------------|-----------------------------------|
| Art _____                | Mathematics _____                 |
| Business education _____ | Music _____                       |
| English _____            | Physical education & health _____ |
| Foreign languages _____  | Science _____                     |
| Household arts _____     | Social studies _____              |
| Industrial arts _____    |                                   |

24. How do you regard the selection of reference books in your library?  
1. \_\_\_ Very good 2. \_\_\_ Satisfactory 3. \_\_\_ Fair 4. \_\_\_ Poor

25. How do you regard the selection of leisure reading books in your library?

1. \_\_\_ Very good 2. \_\_\_ Satisfactory 3. \_\_\_ Fair 4. \_\_\_ Poor

### Library Purchases

In this group of questions indicate library purchases, money available, etc. for one of the following periods: school year 1962-63 \_\_\_; school year 1963-64 \_\_\_; or calendar year 1963 \_\_\_. (Check ONE)

26. How much library money was obtained from each of the following sources?

School board: annual allotment(s) \_\_\_\_, special grants \_\_\_\_\_

Total amount from school board \_\_\_\_\_

Students library fee \_\_\_\_\_

Home and School Association or PTA \_\_\_\_\_

Money raised by the school \_\_\_\_\_

Other sources (specify) \_\_\_\_\_

Total library money available \_\_\_\_\_

27. Indicate a breakdown of school board grants for library purposes.

| Library items      | Expenditures from regular allotments of board |                             | Expenditures made under extra grants (above regular allotments) for new rooms opened--if applicable |                             |
|--------------------|---|-----------------------------|---|-----------------------------|
|                    | For total school                              | For senior high school only | For total school  | For senior high school only |
| Books: Fiction     | _____   | _____                       | _____   | _____                       |
| Non-fiction        | _____   | _____                       | _____   | _____                       |
| All books          | _____   | _____                       | _____   | _____                       |
| Periodicals        | _____   | _____                       | _____   | _____                       |
| Filmstrips         | _____   | _____                       | _____   | _____                       |
| Phonograph records | _____   | _____                       | _____   | _____                       |
| All other items    | _____   | _____                       | _____   | _____                       |
| TOTAL EXPENDITURES | _____   | _____                       | _____   | _____                       |



Library Personnel

35. Indicate the number of persons serving your school library according to the following qualifications. For each person serving as part-time librarian indicate in the last column the proportion of time scheduled for library duties ( $\frac{1}{4}$ ,  $\frac{1}{2}$ , etc.)

|  | Full-<br>time | Part-<br>time | Proportion of<br>time for part-<br>time |
|--|---------------|---------------|---|
|--|---------------|---------------|---|

## Professional Persons:

Number with professional library degree  
(degree in library science)

|       |       |       |
|-------|-------|-------|
| _____ | _____ | _____ |
|-------|-------|-------|

Number with one or more courses leading  
to professional library degree OR  
summer session courses in library science

|       |       |       |
|-------|-------|-------|
| _____ | _____ | _____ |
|-------|-------|-------|

Number with no special university training  
in library other than in basic teacher  
training but qualified as teachers

|       |       |       |
|-------|-------|-------|
| _____ | _____ | _____ |
|-------|-------|-------|

## Non-professional Persons:

Number with no university library training  
and no teacher qualifications, e.g., School  
secretary engaged in library clerical duties.  
(Do not include volunteer student  
assistants.)

36. Is the library under the charge of a person who has full or nearly full teaching load? YES \_\_\_\_\_ NO \_\_\_\_\_
37. Does your school use students as library assistants on a voluntary basis? YES \_\_\_\_; NO \_\_\_\_ If YES indicate the number of students used regularly \_\_\_\_\_

Approximately what number of student hours per week are spent in library work by student assistants? \_\_\_\_\_

38. Which of the following library duties are carried out primarily by the school's head librarian? Check those that apply.

1. \_\_\_\_ select or help select library materials for purchase
2. \_\_\_\_ place purchase orders for library
3. \_\_\_\_ classify new books or other resources
4. \_\_\_\_ catalogue new books or other resources
5. \_\_\_\_ charge books in and out
6. \_\_\_\_ collect fines
7. \_\_\_\_ reshelve books
8. \_\_\_\_ teach students library skills
9. \_\_\_\_ study hall supervision
- 10 \_\_\_\_ help students select reading books
- 11 \_\_\_\_ help teachers select library materials for study units
- 12 \_\_\_\_ help teachers plan or develop study units
- 13 \_\_\_\_ prepare library book lists, bibliographies, etc.
- 14 \_\_\_\_ help students locate reference information
- 15 \_\_\_\_ give book talks to students or to community groups
- 16 \_\_\_\_ serve on curriculum or other similar committees
- 17 \_\_\_\_ other (specify) \_\_\_\_\_





Accessibility and Use of the Library

39. Is your library used as a study hall (a place for students to go for "spare" periods whether or not they use any of the resources of the library)? Check ONE of the following situations.
- 1 ☐ Used all the time (during the school day)      4 ☐ Used about  $\frac{1}{4}$  of the time  
 2 ☐ Used about  $\frac{3}{4}$  of the time      5 ☐ Not used as a study hall  
 3 ☐ Used about  $\frac{1}{2}$  of the time
40. Is your library so equipped, staffed, and administered that it performs an appropriate and effective role in the total instructional program of the school? Check ONE.
- 1 ☐ Library contributes extensively to the instructional program  
 2 ☐ Library contributes some but could do much more.  
 3 ☐ Library contributes very little other than serving as a materials accounting center  
 4 ☐ Don't know
41. During what part of the regular school hours do students not have access to the library because no librarian or supervisor is available?
- 1 ☐ Full-time or nearly full-time      4 ☐  $\frac{1}{4}$  of the time  
 2 ☐  $\frac{3}{4}$  of the time      5 ☐ None of the time or practically none of the time  
 3 ☐  $\frac{1}{2}$  of the time
42. When do most of your pupils as individuals have access to the library? Please check YES or NO to each of the following possible times.
- | YES                        | NO                       |  | YES                        | NO                       |   |
|----------------------------|--------------------------|--|----------------------------|--------------------------|---|
| 1 <input type="checkbox"/> | <input type="checkbox"/> | Before school                            | 6 <input type="checkbox"/> | <input type="checkbox"/> | One or more scheduled library periods each week                                       |
| 2 <input type="checkbox"/> | <input type="checkbox"/> | After school                             |                            |                          |   |
| 3 <input type="checkbox"/> | <input type="checkbox"/> | Lunch hour                               |                            |                          |   |
| 4 <input type="checkbox"/> | <input type="checkbox"/> | Only one study hall period each week     | 7 <input type="checkbox"/> | <input type="checkbox"/> | Pupils may use the library at any time a classroom teacher believes it is appropriate |
| 5 <input type="checkbox"/> | <input type="checkbox"/> | Two or more study hall periods each week |                            |                          |   |
|                            |                          |  | 8 <input type="checkbox"/> | <input type="checkbox"/> | Others. Please explain _____  |
43. Are there scheduled class visits to the library (for library use and not study hall use) during school hours? YES ☐; NO ☐ If YES, indicate approximately how often.
- 1 ☐ Full or nearly full-time      4 ☐  $\frac{1}{4}$  of the time  
 2 ☐  $\frac{3}{4}$  of the time      5 ☐ None or practically none of the time  
 3 ☐  $\frac{1}{2}$  of the time
44. Does your school have a program for developing pupil skill in the use of library materials? YES ☐; NO ☐
45. Do you consider the use made of the existing facilities and resources of the library by the pupils (not including study hall use) to be  
 1 ☐ Extensive    2 ☐ Satisfactory    3 ☐ Fair    4 ☐ Poor
46. Do the students have access to other libraries besides the one housed within the school? YES ☐; NO ☐





General

47. List below the services or facilities of your school library which you consider to be most in need of improvement.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
48. Check the categories in which you feel you presently lack sufficient information to set up and operate your school library efficiently.
- 1 ☐ Selection of books and periodicals
- 2 ☐ Classification of books
- 3 ☐ Card cataloguing of books
- 4 ☐ Circulation methods
- 5 ☐ Preparation of accession records
- 6 ☐ Preparation of shelf list for inventory purposes
- 7 ☐ Other: specify \_\_\_\_\_
49. Number in order of importance, the factors which restrict library service in your school.
- ☐ lack of finances
- ☐ shortage of suitable personnel
- ☐ lack of accommodation
- ☐ need for supervisory assistance
- ☐ other: specify \_\_\_\_\_
50. Would you like to make any comments? Use this space:
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

PLEASE RETURN THIS QUESTIONNAIRE TO:

George E. Sisko, Principal  
 Delburne Centralized School  
 Delburne, Alberta



## LIBRARY SURVEY OF TEACHERS

1. Indicate the type of school system in which your school is located. Check ONE.  
School division \_\_\_\_\_ Public school district \_\_\_\_\_  
County \_\_\_\_\_ Catholic separate school district \_\_\_\_\_  
Protestant separate school district \_\_\_\_\_
2. Name of school system \_\_\_\_\_
3. To what extent did your professional preparation as a teacher include instruction in the role and function of the school library in the secondary school program? Check ONE.  
1 \_\_\_\_\_ Was not a part of my professional training  
2 \_\_\_\_\_ Was only incidentally treated in some classes  
3 \_\_\_\_\_ Was a definite part of a professional course  
4 \_\_\_\_\_ My professional preparation included one or more separate courses in library science
4. Indicate your major teaching area (are in which you spend half time or more).  
Art \_\_\_\_\_ Music \_\_\_\_\_  
Business education \_\_\_\_\_ Physical education & health \_\_\_\_\_  
English \_\_\_\_\_ Science \_\_\_\_\_  
Foreign languages \_\_\_\_\_ Social studies \_\_\_\_\_  
Household arts \_\_\_\_\_ Others \_\_\_\_\_  
Industrial arts \_\_\_\_\_ Check here if you did not  
Mathematics \_\_\_\_\_ spend at least half time in  
any one area \_\_\_\_\_
5. Considering the size of your school, how would you rate the materials pertaining to your major teaching area that are obtainable in your school library? Check ONE.  
1 \_\_\_\_\_ Excellent 2 \_\_\_\_\_ Good 3 \_\_\_\_\_ Fair 4 \_\_\_\_\_ Poor 5 \_\_\_\_\_ Don't know
6. Is your library so equipped, staffed, and administered that it performs an appropriate and effective role in the total instructional program of the school? Check ONE.  
1 \_\_\_\_\_ Library contributes extensively to the instructional program  
2 \_\_\_\_\_ Library contributes some but could do much more  
3 \_\_\_\_\_ Library contributes very little other than serving as a materials accounting center  
4 \_\_\_\_\_ Don't know
7. In your major teaching area, do you make class assignments that require pupil use of library materials? Check ONE.  
1 \_\_\_\_\_ Frequently 2 \_\_\_\_\_ Occasionally 3 \_\_\_\_\_ Seldom 4 \_\_\_\_\_ Never
8. Do most of your pupils have ample access to the library? \_\_\_\_\_ YES \_\_\_\_\_ NO





9. When do most of your pupils as individuals have access to the library?  
Please check YES or NO to EACH of the following possible times:
- |   | YES                      | NO                       |   |
|---|--------------------------|--------------------------|---|
| 1 | <input type="checkbox"/> | <input type="checkbox"/> | Before school   |
| 2 | <input type="checkbox"/> | <input type="checkbox"/> | After school  |
| 3 | <input type="checkbox"/> | <input type="checkbox"/> | Lunch hour  |
| 4 | <input type="checkbox"/> | <input type="checkbox"/> | Only one study hall period each week  |
| 5 | <input type="checkbox"/> | <input type="checkbox"/> | Two or more study hall periods each week  |
| 6 | <input type="checkbox"/> | <input type="checkbox"/> | One or more scheduled library periods each week                                       |
| 7 | <input type="checkbox"/> | <input type="checkbox"/> | Pupils may use the library at any time a classroom teacher believes it is appropriate |
| 8 | <input type="checkbox"/> | <input type="checkbox"/> | Others, please explain _____  |
10. Do you encourage individual pupils or groups of pupils in your major teaching area to spend portions of your class periods in the library for specific types of study and reading? Check the ONE most appropriate answer.
- |   |                          |  |
|---|--------------------------|--|
| 1 | <input type="checkbox"/> | Yes, I frequently encourage them to do so  |
| 2 | <input type="checkbox"/> | Yes, I occasionally encourage them to do so  |
| 3 | <input type="checkbox"/> | No, but I would like to encourage them to do so if administrative regulations did not prohibit such use of the library |
| 4 | <input type="checkbox"/> | No, but I would like to encourage them to do so if crowded library conditions did not prohibit such use of the library |
| 5 | <input type="checkbox"/> | No, my pupils have enough other opportunities to use the library   |
| 6 | <input type="checkbox"/> | No, my teaching area does not require the use of the library by pupils   |
| 7 | <input type="checkbox"/> | No, the time would be used for meeting friends rather than for research and improvement                                |
| 8 | <input type="checkbox"/> | Other _____  |
11. Do you believe that learning how to use various library resources should be part of the education of all boys and girls?
- ☐ Yes      ☐ No      ☐ Don't know
12. Do you believe that you have a personal responsibility for making the development of library skills a fundamental part of the education of pupils in your major teaching area?
- ☐ Yes      ☐ No
13. In your teaching, do you make a substantial effort to motivate and interest pupils in using library materials?
- ☐ Yes      ☐ No
14. Do you and the librarian plan class visits to the library for the purpose of stimulating pupils to develop skills and to develop reading tastes?
- 1 ☐ Frequently    2 ☐ Occasionally    3 ☐ Seldom    4 ☐ Never
15. How important do you consider library materials to be in the effective teaching of your major teaching area? Check ONE.
- 1 ☐ Essential    2 ☐ Important    3 ☐ Limited importance
- 4 ☐ Unimportant    5 ☐ Don't know
16. Do you have in your classroom a collection of supplemental books, which is borrowed from the school library? ☐ Yes      ☐ No



17. If your answer to question 16 is NO, indicate the major reason why you do not have a collection by checking ONE of the following:
- 1 ☐ I have my own permanent supplemental collection
  - 2 ☐ My classes are scheduled in different classrooms
  - 3 ☐ There are not enough materials in the library
  - 4 ☐ I am too busy during class to allow browsing
  - 5 ☐ The librarian doesn't like this policy
  - 6 ☐ My pupils have all they can do just learning the material in the textbooks
  - 7 ☐ This procedure is not needed because pupils have ample opportunity to use such books in the library
  - 8 ☐ This procedure is not appropriate to my teaching area
  - 9 ☐ Other
18. Does your school librarian encourage pupils to read beyond minimum curriculum requirements in your major teaching area?
- 1 ☐ Gives much encouragement
  - 2 ☐ Gives some encouragement
  - 3 ☐ Gives little if any encouragement
  - 4 ☐ Don't know or uncertain
19. Do you encourage your pupils to read beyond the minimum curriculum requirements in your major teaching area?
- 1 ☐ Frequently
  - 2 ☐ Occasionally
  - 3 ☐ Seldom
  - 4 ☐ Never
20. Do you attempt to interest your pupils in reading books for pleasure?
- 1 ☐ Frequently
  - 2 ☐ Occasionally
  - 3 ☐ Seldom
  - 4 ☐ Never
21. Is your school librarian well informed on the nature and content of the material covered in your classes?
- ☐ Yes      ☐ No      ☐ Don't know
22. Do you consult the school librarian about library resources when planning new units of work?
- 1 ☐ Frequently
  - 2 ☐ Occasionally
  - 3 ☐ Seldom
  - 4 ☐ Never
23. During the past 12 months about how many different books have you recommended that the school library buy?
- ☐ Number of different books (if you did not teach during 1962-63, check here ☐)
24. If you have recommended books for purchase by the library, what action was taken on the majority of your requests? Check ONE.
- 1 ☐ Purchased
  - 2 ☐ Placed on list for early purchase
  - 3 ☐ Set aside for later purchase
  - 4 ☐ Rejected
  - 5 ☐ To the best of my knowledge, no action has been taken
  - 6 ☐ Other
  - 7 ☐ Don't know or uncertain
25. Do you occasionally review with the librarian the materials in the library pertaining to your major teaching area, for the purpose of weeding out obsolete material and filling in gaps?
- ☐ Yes      ☐ No





26. The following are some aids for selecting senior high school library materials. Please indicate the extent to which you use these aids by placing ONE of these letters in the space before each aid:
- |   |                                |
|---|--------------------------------|
| (A) Use frequently                            | (D) Not available in school    |
| (B) Use occasionally                          | (E) Don't know the publication |
| (C) Available in school but almost never used |                                |
- 1 \_\_\_ Invitation to Read for Senior High Schools (School Book Branch)
  - 2 \_\_\_ Order Form and Price List (School Book Branch)
  - 3 \_\_\_ Standard Catalogue for High School Libraries (H. W. Wilson Co.)
  - 4 \_\_\_ Basic Book Collection for High Schools (American Library Assoc.)
  - 5 \_\_\_ Reading Lists of National Council of Teachers of English
  - 6 \_\_\_ Catalogues of various publishing companies
  - 7 \_\_\_ Book displays, e.g., at teachers' conventions
  - 8 \_\_\_ Other (Please list) \_\_\_\_\_
27. If your school library regularly purchases professional materials to what extent do you utilize these materials? Check ONE.
- 1 \_\_\_ Frequently    2 \_\_\_ Occasionally    3 \_\_\_ Seldom    4 \_\_\_ Never
28. List below those services or facilities of your school library which contribute most to your teaching activities.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
29. List below the services or facilities of your school library which you consider to be most in need of improvement.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
30. Would you like to make any comments? Use this space:
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

PLEASE RETURN THIS QUESTIONNAIRE AS SOON AS POSSIBLE TO YOUR PRINCIPAL FOR COLLECTIVE MAILING OR MAIL DIRECT TO:

George E. Sisko, Principal  
Delburne Centralized School  
Delburne, Alberta.

THANK YOU FOR YOUR ASSISTANCE!











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